

Self-Reflection to Improve Teacher Development

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Abstract

This qualitative research work attempts to improve my teacher development through self-reflection process. Reflection is not an easy exercise to do. It requires from us objectivity, and to keep in mind what exactly we need to change or improve. This study aimed to contribute to this line of research by examining my own teaching practices, students' perception about teacher and English class at public school in Malambo, Colombia.

The interviews, class observations, journals, document analysis were helpful instruments to develop this autoethnography inquiry. The analysis of these instruments revealed that as English teacher I have great acceptance by students. Besides, the findings reveals that teacher's attitude and personality influence on student's English learning.

On the other hand, as teacher, I need to keep in mind some aspects that influence in our performance. The socio-affective factors, the standards, students learning style, the specific school and context requirements play an important role when as teacher planning the classes. Topics can be more interesting, and meaningful if these are developed in real communicative way.

This inquiry as initial phase of a future action research contributes to identify the level of teachers' reflection to improve our teacher development. English class, learners and community can benefit from the implementation of this kind of exercise.

Keywords: Self-reflection, autoethnography, teacher development.

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CHAPTER 1.

INTRODUCTION

The world is changing as well as school and classroom processes. Teaching and learning process require not only from teachers these changes, students do likewise. As teachers we need to know and ask ourselves about teaching, and learning processes, if we are doing well or not. Because of that, for me it is important to find answer to all my expectations about my teaching practice, and for the purpose of this inquiry, I have decided to be the object and subject in this research, in which the self-reflection is the focus to improve my teacher development.

In our schools, we can identify students that take English class to obtain a grade to pass the subject, and others that like it because the class is funny and a group of students that enjoy learning more vocabulary and doing activities. But, there are some learners who like the class because they have a good English teacher.

In order to determine how the self-reflection about my teaching practices improve my teacher professional development, this thesis is organized in five chapters. Chapter one provides a description of the rationale, state of the art, research question and objectives. Chapter two, deals with an exploration about the theories supporting this research around teacher reflection, teacher development, sociocultural theory and affective factors. The third chapter describes the methodology, procedures, and instruments used to develop this research work. Fourth chapter reports the analysis of the data gathered, and their interpretation. The fifth chapter offers conclusions,

implications and recommendations. Finally, to support this research work we can find the references, and the appendixes.

1.1. Rationale

The development of this research is due to my personal interest in identifying how reflection about my teaching practices improve my teacher professional development my teaching practices. This inquiry is focused on self-reflection as an exercise and as diagnosis phase of a future action research. But this research is also intended as an instrument to consider for the annual evaluation of teaching performance according to Decree 1278.

There are situations at school and within the classrooms that make me to question myself about my work as an English teacher. Some questions are associated to students' perceptions about their English teachers, the class in itself, students' performance and about what they want to know and what they want to learn. However, there was an aspect that got my attention to begin this autoethnography case study. This aspect is associated to the following situations: Students' experience with English before my arrival is related to teachers of Spanish or other subjects that gave them a list of words to learn, write them multiple times or coloring. Other aspects identified are related to the teacher's personality which constitute an important aspect for students and it influences on their acceptance and participation in class.

In addition, there are students that like and enjoy class activities, and they do not escape from English class. These students feel comfortable with me as their

English teacher. They think that the activities and the class in itself are interesting, “chéveres”, but in my opinion I feel that something is missing. I began to understand these situations in the master in English teaching, where studying theories about teaching and learning makes me question about whether what I am doing, I am doing well or not. The results of the interviews and students’ journals indicated that there are aspects such as student’s affective factors and teacher’s personality that influence students learning.

On the other hand, class observations showed other aspects that emerge and constitute important facts to reflect around them. Scaffolding, mediation and Zone of Proximal Development (ZPD) are presented on my teaching practice development. Based on these ideas, as teachers we need to take into account not only factors that affect students’ learning process but those factors associated to teaching practice, which are also necessary (Cardozo, 2014).

I decided to develop this autoethnography inquiry in order to identify students’ perceptions about English teachers, class process and teacher practices. Likewise, through a self-reflection process, the analysis of my teaching practice influence my performance as teacher. In this way I expected to improve my teacher development.

The state of the problem is the starting point to do a reflective practice exercise. Making a literature review as Brookfield (1995) proposed is important because through this literature examination teachers can identify different approaches that permit to analyze teaching practices and reflect about them. Teachers also learn from this reflection about teaching and learning process in order to improve their teacher professional development.

1.2. State of the Art

Teachers have recently felt the necessity to question and find answers related to their own teaching practices. Topics such as beliefs, teaching and learning process, learning styles have been the starting point of research based on language teachers' reflection about their teaching practice.

There are some interesting investigations related to teacher development and reflections about their practices. Recently, a case study developed by Ismail (2015) explores teachers' perception about reflection and feedback as integral aspects for developing their professional practices. Cowan and Westwood (2006) focused on action research work with teachers that use reflective writing to understand their practices, and to improve their teaching.

A research and project developed by Postholm (2008) in a Norwegian lower secondary school involving "a researcher and a teacher team encourages the teachers to reflect on teaching processes, and, furthermore, to show what the form and content of such reflection could be" (p.1717). Another interesting inquiry was undertaken by Farrel and Ives (2015) who through their case study "found that by articulating and reflecting on his beliefs, the teacher became more aware of the meaning and impact of these beliefs on his classroom practices" (p.594).

Koutselini (2008) based her work on an action research. Her study involved a reflective development at school and turned around methodological and pedagogical discussions from the beliefs and expectations that teachers have. Lazaraton and Ishihara (2005) developed a collaborative case study. The analysis of the data

permitted “to conclude that the microanalysis of classroom discourse and the teacher self-reflections complemented each other by providing insights that neither method generated in isolation” (p.529).

In Colombia, researchers such as Camacho, et al., (2012) developed a study with five foreign language student teachers. The purpose of this research was to help these teachers to improve their first teaching experience through the reflection process keeping in mind Schön’s reflection theory and van Manen’s levels of reflection. Classroom observations, students’ reflective journals, lesson plans and semi-structured interviews were applied to gather data information.

Cardozo (2014) focuses her work on “teacher’s reflection about the teaching and learning processes as strategy to enrich the professional practice, as well as to enhance the students’ learning of English”. The findings of this research show three phases of reflection. The descriptive, comparative and critical levels of reflection were used by the teacher, but it is the critical reflection about teaching practice that increases teacher’s experience and professional growth.

Following the paradigm of reflective teaching, Jerez (2008) based her study on a reflective teaching process of two English teachers, who took part in a professional program at a public university in Bogotá to develop their reflective thinking (RT) skills. The instruments to collect data were interviews, observation, videotaping, questionnaires and a diary. The “findings showed some teachers' attitudes towards RT, the possible factors that might have stimulated and lessened reflection, and some of the changes observed in their teaching practice” (p.91).

1.3. Research question

How does reflection about my teaching practices improve my teacher professional development?

1.4. Objectives

Taking into account our research question we need to find the answer to it. Because of that we propose the following objectives.

- ✓ Describe my teaching practice.
- ✓ Identify the students' perception about my teaching practice.
- ✓ Determine the impact of my teaching practice.
- ✓ Determine the level of reflection about teaching and learning process in my class.

CHAPTER 2.

THEORETICAL FRAMEWORK

This section is focused on theories about teacher development through reflection process. Some theories explore central topics about teacher reflection and teacher development; others deal with sociocultural theory and affective factors. This allows establishing a solid theoretical framework.

2.1. Teacher professional development

Teacher development involves aspects that permit to answer questions such as when, how and why educators make their labor in a specific way. Besides, the answers to these questions are connected to the epistemological knowledge of teaching subject/object. Additionally, experiences and beliefs are essential to begin a process of teaching reflective practice in order to improve teacher practice.

Glatthorn (1995) states that “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”(p.41). According to Glatthorn, it is possible to achieve teacher professional development if everything is related to teacher’s experiences, and how, where and why the professional development occurs. This process is constantly enriching the role of the teacher through the contact with different members of the community such as other colleagues, administrators, parents, students, and through the reflection practice.

Other authors such as Richards and Lockhart (1996) state that teacher development is related to an approach which refers to improving teachers and principals with the objective that learner achieves the goals. At the same time, these authors present some assumptions as follow

1. An informed teacher has an extensive knowledge base about teaching. [...]
2. Much can be learned about teaching through self-inquiry. [...]
3. Much of what happens in teaching is unknown to the teacher. [...]
4. Experience is insufficient as a basis for development. [...]
5. Critical reflection can trigger a deeper understanding of teaching. [...]

(pp.3-4).

The function and role of teachers and schools are in the process of changing, and the expectations around the acquisition and the processes of teaching and learning of ESL or EFL are increasing. Changes are not easy for teachers because it is not easy to leave the comfort zone of what as teachers usually do. Sometimes these are associated to ways to teach, attitude or personality. Thus, the teacher development concept is focused on teacher's skills, attitudes, approaches to teach and to learn, and also on the capacity to exchange with other colleagues his/her experiences or activities in order to achieve or become a best teacher taking into account students' learning outcomes (Guskey, 2002).

Based on these ideas, a teacher in action goes to build new ways to improve their pedagogical practice and theories, making possible their professional development, which gives them the opportunity to develop the expertise within the educational field. According to this, it is possible to affirm that teacher development

involves two aspects, the attitudinal and functional development (Evans, 2002). The first one is related to teacher' attitudes to his/her work, and these attitudes can be modified or not, keeping in mind the context, and motivation and teacher intellect. The second aspect is connected to the improvement of teacher professional performance.

All in all, teacher professional development in the public school context, results effective if it occurs in the daily work. Different processes can be developed through teacher development inside the school. Teachers can analyze not only their work but the processes carried out by students as well as their performance and their practice before, during and after the development of classes. Besides, the teacher professional development is closely related to the outcome of other processes that teachers made through study, reflection, practice and continuous work.

2.2. The reflective competence

Reflection itself constitutes a human mind faculty, which requires a deep examination to establish a close connection to approaches about teaching and learning, and how teachers can develop effectively. In this way, educator and learners can change gradually their role inside teaching and learning process. Ismail (2015) states that "a good reflection is the one in which the practitioner is able to identify and appreciate the good sides of his/her practice and also identify the weaknesses therein, so as to strategize how he/she will deal with them" (p.3).

Farrel (2012) exemplifies “the metaphor of reflection as a compass enables teachers to stop, look and discover where they are at that moment and they decide where they want to go (professionally) in the future” (p.7). This means that teachers constantly are worried about their class development, performance and how these classes impact students.

Reflection implies to keep in mind beliefs/misbeliefs about teaching practice in order to improve performance and effective development of classes. Reflection practice involves knowledge of the specific area of education, and through this exercise to reach the modification and improvement of teaching practice. Reflection in this term refers to teacher abilities to understand their labor and subject contents. It is clear that the reflective teaching begins in the classroom and implies to do teacher diary, peer observation, recording lessons, and student feedback.

According to Tice (2011) the exercise of reflection in teaching is related to class process, teacher’ performance, student’s attitude and learning among others. Focus on what teachers do in the setting of teaching, the processes about self-observation and self-evaluation of the data obtained from these, permit to explore and reflect about teachers’ labor. This reflective teaching takes part of teacher professional development.

On the other hand, Zwozdiak-Myers (2012) presents descriptive, comparative and critical reflection, and how they complement each other. A descriptive reflection refers to the ability to analyze and make evaluation about our classes while a comparative reflection consists in an exercise where teachers make contrasts between their experiences, beliefs, values, principles, theories and some assumptions in a

deeper understanding taking into account other theories and approaches. Finally, a critical reflection is connected to a deeper evaluation of the whole process, teaching-teacher, and learning-learners.

For all that, the Kolb model (see *Figure.1*) presents us reflection as a process to create knowledge through experience transformations. This model is explained by Fitzgibbons (1981, as quoted by Rosales, 2000) as a product of concrete experience, based on observation and reflection about previous experience. Through reflection teachers can examine, analyze and support this exercise with theories, and from this exercise can emerge new knowledge, and teachers can design a new concrete experience, and so on (p.134).

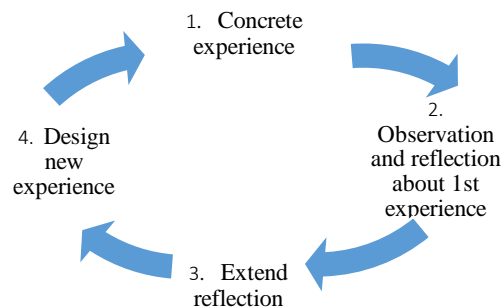


Figure 1. Kolb's reflexive model (from Rosales, 2000, p.137)

It is clear that teachers need to assume reflective attitudes and assume with responsibility their professional development. Kolb's model facilitates the construction of reflective competence, and the others models of reflection help teachers to develop reflection process to improve our practice and teacher development. For the purpose of this autoethnography, Kolb's model of reflection is the most suitable because the initial stage of reflection is a concrete experience, my own personal teaching practice, and so

on. Following every stage of this model is possible to continue with other stages proposed by Schön (1983) because this research work constitutes an initial phase of a future action research.

Taking into account that as teachers interested in making changes in our practices, it is necessary be critical. Zwozdiak-Myers (2009) claims that teachers need to keep in mind some Dewey's considerations. Some of these considerations are associated to considerer alternative possibilities about beliefs, theories, and different points of view. These constitute a prerequisite to reflect about our critical examination of our teaching practices. Dewey (1933, as cited in Zwozdiak-Myers, 2009) connects reflection with the type of thinking that imply subject change in their mind to give situation, question or problem a serious consideration.

Attitudes such as open-mindedness, responsibility and whole-heartedness help us to achieve a good reflection. Responsibility involves "the consequences of actions and willingness to accept those consequences" (p.36). The last one is the connection between open-mindedness and responsibility. Through whole-heartedness, Zwozdiak-Myers (2009) asserts that "student teachers examine their assumptions, beliefs and consequences of their actions regularly and approach each situation with a view to learning something new" (p.37). In this way, every aspect mentioned before contribute to enhance teacher reflection.

In *Figure 2*, Zwozdiak-Myers (2012) presents us the nine dimensions of reflection. They are the result of everything done in this field by researchers and those interested in this topic. Through those dimensions, "teachers can demonstrate capacity

and commitment as they engage in research to study and improve their own teaching” (p.4).

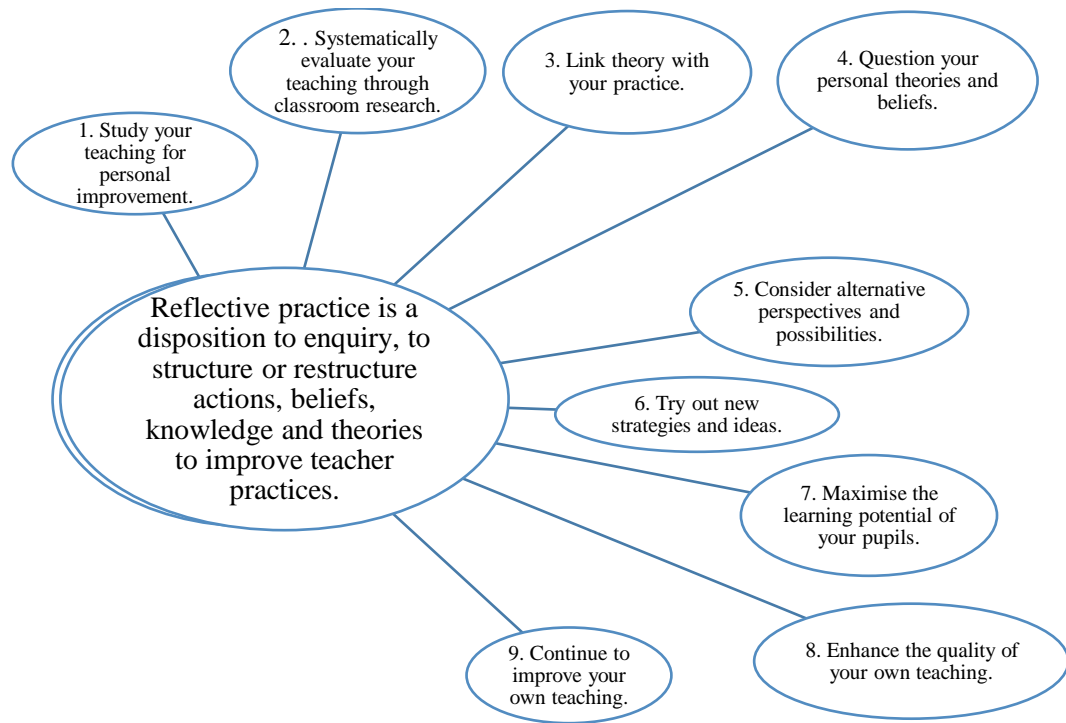


Figure 2. Dimensions of reflective practice (based on Zwozdiak-Myers, 2012)

According to Zwozdiak-Myers (2012) teacher development depends on the reflection made about learners learning outcomes, the type of content and pedagogical approach, how they engage in the classes and what they learn. In this way, through this reflection teachers can make changes in their practice, and this is the way to improve teacher development and produce any impact on student’s development. Taking into account this author, it can be concluded that “reflective practice is a disposition to enquiry incorporating the process through which student, early career and experienced teachers structure or restructure actions, beliefs, knowledge and

theories that inform teaching for the purpose of professional development” (p.34).

Reflection about teaching practice implies a process connected with changes in a positive way on teachers practice as well as on their growth and on students learning.

In this way, teacher reflects about their practice but this reflection is connected to their previous ideas about teaching process. Kolb’s model of reflection and complemented with the nine dimensions proposed by Zwozdiak-Myers (2012) were taking into account to improve my teacher professional development through self-reflection.

2.3. Sociocultural Theory

Sociocultural theory is based on Vygotsky’s learning theory which can be summarize as follows

- Learning precedes development.
- Language is the main vehicle (tool) of thought.
- Mediation is central to learning.
- Social interaction is the basis of learning and development. Learning is a process of apprenticeship and internalization in which skills and knowledge are transformed from the social into cognitive plane.
- The Zone of Proximal Development (ZPD) is the primary activity space in which learning occurs. (Walqui, 2006, p.160).

2.3.1. Teacher mediation

The teacher's role is to be a guide, a mediator in the process of acquisition of English as a foreign language. According to public school characteristics teachers use different ways to help their students in language learning process. So, when we talk about teacher mediation, it is necessary to mention terms such as ZPD and scaffolding. Walqui, (2006) mentions that both terms are closely connected to sociocultural theory (SCT), and are adequate to English language students.

The same author defines mediation as “the use of a tool to accomplish some action” (p.161). This can be anything that we can use to solve problems or achieve a goal. Through the implementation of these tools as teachers we can mediate student's learning and improve their skills. Students use psychological tools as Vygotsky (1981, as quoted in Kao, 2010) mentions to control their physical and mental behavior. Students can employ different tools to remember information. Symbolic tools, even technological devices permit the collaboration between learners.

In our particular context, English language is only used in the classroom, and the teacher's role as mediator in the process of learning this language is very important. Also, in our classroom we can find students that are mediators of learning for their classmates. Aljaafreh and Lantolf (1994, as cited by Herazo & Donato, 2012) claim that mediation requires to be contingent, responsive, and to do gradually. Teacher's mediation can include actions such as questions, examples, repetitions, demonstrations, translation, comments, negotiation of meanings among others.

Keeping in mind Herazo and Donato's (2012) findings, mediation can be analyzed according to meaning, affect, and language. Meaning is associated to the mediation that provides an opportunity for students to produce meaningful contents. Mediation focus on affect is defined by MacIntyre, Dörnyei, Clément and Noels (1998, as quoted in Herazo & Donato, 2012, p. 26) as teacher's activities to mediate the willingness of students to participate. Language is connected to how linguistic accuracy of students is mediated.

In terms of time, Herazo and Donato (2012) analyze mediation as *proactive mediation*, *ongoing mediation*, and *reactive mediation*. According to van Lier (1996, as cited by Herazo and Donato, 2012) "*proactive mediation* orients learners' attention to their forthcoming participation, pushes them to say more, or sets up expectancies" (p.26). Teacher or classmates guide students' participation as much as possible. The *ongoing mediation* according to Toth (2008) is associated to teacher assistance for students to state an utterance, and this action is momentary. *Reactive mediation* involves teacher support to orientate the students' attention to previous interventions. In general, these utterances are associated to pronunciation errors rather than the meaning (Herazo & Donato, 2012, p.26).

Lantolf and Thorne (2007) argue that during the language learning process, the words are not used in isolated actions or objects. The words are used "to reshape biological perception into cultural perception and concepts" (p.199). At the beginning, these activities are subordinated or regulated by others. Through regulation students also participate.

In addition, mediation is a process that can occur by other processes such as internalization or imitation. Kozulin (1990, as quoted by Lantolf & Thorne, 2007) states that “the essential element in the formation of higher mental functions is the process of the internalization” (p.203). This is a negotiated process that implies social communication and mental activities.

On the other hand, imitation process refers to learners’ capacity to imitate other activities doing by humans. It is a cognitive activity that consists on the transformation of an original model of behavior (Lantolf & Thorne, 2007). Imitation requires collaboration, and it is a source of instruction during the process of a language acquisition.

2.3.2. Zone of Proximal Development

As public school teachers can identify that students have different learning pace and style. Because of that, it is important as teachers to have clear what the Zone of Proximal Development is. Teaching strategies to learners ZPDs can help teachers to guide students to achieve the learning goals.

The ZPD concept “arose as Vygotsky’s response to the use of intelligence testing as a measure of student knowledge and skills as well as an indication of what should be taught” (Lui, 2012, p.2). The Zone of Proximal Development refers to the learning process which takes place when the learners work independently or in collaborative way with their teachers or their classmates. They are at a similar knowledge level that permits to interact with their peers.

Vygotski (1978, as quoted in Walqui, 2006) states that ZPD “is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (p.162). Teachers that use ZPD as a diagnostic tool can promote conditions for learning. This can determine new forms of development or to understand student’s abilities. Moreover, the context is an important aspect, it constitutes the setting in which interactions take place, and it is part of learning process.

In other words, as shown in *Figure 6*, ZPD involves the identification of what student cannot do, even if student has support. Besides, to identify what student can do with assistance, and what the student can do individually help us to select the most suitable strategies for our students achieving the goal.

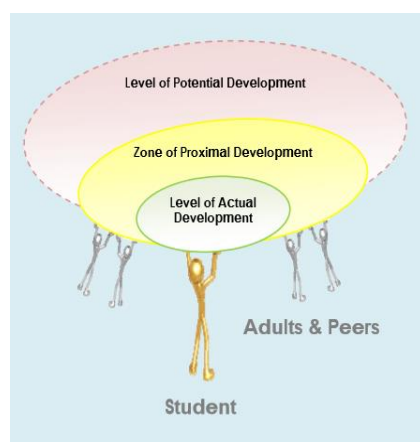


Figure 3. The ZPD in a social context (from Lui, 2012, p.3)

The author describes every level taking into account that students are the most important; they are the focus of the processes. The three levels are defined as follows

Level of Potential Development: Refers to what a student is not able to do independently but able to do under adult guidance or in collaboration with more competent peers. Teaching should not happen at this level as it would not result in effective learning.

Zone of Proximal Development (ZPD): Refers to the area between the level of actual development and the level of potential development. Also known as the instructional level, this is where instruction should be focused to drive the greatest learning gains for each student.

Level of Actual Development: Also referred to as the independent level, it encompasses skills a student has already mastered and can perform independently. Instruction focused here would not provide a sufficient challenge for students (p.3).

To sum up, students can elevate their motivation and creativity level with teacher and peers assistance. Also, they can develop their work independently because they can do it alone and effectively. Schools need to keep in mind that every student learns in different way, and teachers and school staff need to organize the learning goals according to this situations. Besides, the students' interpersonal communication can understate the negative competition and increase the positive one.

2.3.3. Scaffolding.

Scaffolding conception has its origin from Bruner's (1983, as cited in Walqui, 2006) researches. The author describes scaffolding as "a process of 'setting up' the

situation to make the child's enter easy and successful and then gradually pulling back and handing the role to the child as he becomes skilled enough to manage it" (p.163). This can be possible through the implementation of different strategies like games that involves language aspects, and skills.

The term *Scaffolding* refers to learning support by the teacher or a peer with more experience. Scott (2009) states that "the teacher or coach builds a framework to guide the student's own construction of the ideas, skills, concepts and/or processes being learned" (p.4). In this way, student receives from the adult or peer help to perform the task, and accomplishes it effectively.

Kao (2012) asserts that *Scaffolding* "denotes the adult's structuring of an interaction by building on what s/he knows a child can already do" (p.121). Put this definition in public school context means that teachers, peer students or adult near to student learning process can make easy and gradually the acquisition of knowledge. The interaction between them permits that students "obtain within ZPD helps construct the zone during the learning process and reach the state of self-regulation" (p.122).

Wood (1988, as quoted by Walqui, 2006) defines scaffolding as a "...tutorial behavior that is contingent, collaborative and interactive" (p.163). If the actions are influenced by others actions, they constitute a contingent behavior. If at the end, it is a conversation or solving a problem, and both are achieved simultaneously, is a collaborative behavior. On the contrary, if the activity involves two or more students engaged with each other, this constitutes an interactive behavior.

In the education field, Walqui (2006) suggest that scaffolding “can be thought of as three related pedagogical ‘scales’” (p.164). Each level comprising specific aspects associated to class organization, planning, procedure, and of course scaffolding process. The author asserts that the first moment involves providing supporting structures that permit activities and skills development. The second scale is determined by the specific activities of the class. The third scale refers to the support through different interaction moments.

Taking into account the conceptualization of scaffolding and its levels, Walqui (2006) presents three levels of scaffolding as follows:

Scaffolding 1 Planned curriculum progression over time (e.g. a series of tasks over time, a project, a classroom ritual)

Scaffolding 2 The procedures used in a particular activity (an instantiation of Scaffolding 1)

Scaffolding 3 The collaborative process of interaction (the process of achieving Scaffolding 2) (p.164).

On the other hand, during spoken interaction the process of scaffolding can be arisen. This is observable through the turn taking, and how the participation of one person is completed by another utterance of a different participant. Nevertheless, Gallimore (1988, as quoted in Walqui, 2006) asserts that it is important to know that spoken interaction that scaffolds student learning, and interaction that implies a ‘recitation script’ are different processes. In class development, it is possible to identify the use of IRF (Initiation-Response-Feedback) scripted type.

Through the process of IRF, the teacher wants to demonstrate that students are capable to speak for themselves, and they know the specific vocabulary, and its pronunciation. During this IRF interaction students are scaffold not only in discipline but also the language learning. This IRF results as cyclical process in which learners can be aware of their language learning acquisition process.

The process of acquisition of a second or foreign language can be done in different ways. There are different types of instructional scaffolding: modeling, bridging, contextualization, building schema, re-presenting text, and developing metacognition. Every type of instructional scaffolding is explained by Walqui (2006) as follows

Modeling: Students need to be given clear examples of what is requested of them for imitation.

Bridging: Students will only be able to learn new concepts and language if these are firmly built on previous knowledge and understandings. A common bridging approach is to activate students' prior knowledge.

Contextualization: Teachers also provide verbal contextualization by creating analogies based on students' experiences. Effective teachers continually search for metaphors and analogies that bring complex ideas closer to the students' world experience.

Schema building: Schema or clusters of meaning that are interconnected are how we organize knowledge and understanding. Learners see these connections through a variety of activities.

Re-presenting text: One way in which teachers invite students to begin the appropriation of new language is by engaging them in activities that require the transformation of linguistic constructions they found modeled in one genre into forms used in another genre.

Developing metacognition: It refers to the ways in which students manage their thinking, and it includes four aspects: consciously applying learned strategies while engaging in activity; (2) knowledge and awareness of strategic options a learner has and the ability to choose the most effective one for the particular activity at hand; (3) monitoring, evaluating and adjusting performance during activity; and (4) planning for future performance based on evaluation of past performance. (pp.170-176).

In sum up, the learning is possible in collaboration with others. This cooperative work permits to reinforce students' affective factors, and individualize the students' ZPD.

2.4. Affective factors

This term is associated to students' disposition. According to Stern (1983, as cited in Fandiño, 2007) in language learning "the affective component contributes at least as much and often more to language learning than the cognitive skills" (p.2). As teachers we can identify that students have individual affective needs, and we can consider their responses as an important part of learning process. Motivation and attitudes are the most important affective factors in the process of language learning.

Krathwohl, Bloom and Masia (1964, as quoted by Fandiño, 2007) propose an affective taxonomy according to the internalization principle. This is a process in which a “person’s affect toward an object passes from a general awareness level to a point where the affect is ‘internalized’ and consistently guides or controls the person’s behavior” (Fandiño, 2008, p.33). As individual and participant learner, the affective domain in language learning involves different factors. Anxiety, inhibition, extroversion/introversion, self-esteem, self-confident, motivation, learning styles, the empathy, the classroom proceedings, and cross-cultural processes constitute the affective factors.

Affect is defined by Arnold (2009) as an area that involves “emotions, feelings, beliefs, moods and attitudes, which greatly influences our behavior” (p.1). As teachers, we need to pay attention to our language because through this we can create and employ emotions in a positive way. Moreover, we as language teacher also become teachers that guide our students to be responsible in the society.

For the purpose of this research, I focused only on self-confidence, attitude and motivation. According to the research context, these three affective factors make that students take risks in their own learning process. Besides, these factors are connected to affect because this term implies emotional being.

2.4.1. Self-confidence

This is a term that takes part of attitudes as an affective factor. “Attitudes are one’s evaluative responses to a person, place, thing or an event” (Kumaravadivelu,

2006, p.38). The student's reaction depends on their self-confidence, how the student makes use of their knowledge to take part of the development of the class.

Besides, it is important to mention that there are two forces that influence on students language learning process. Environmental and pedagogic factors determine the participation or not of student's attitude to learn, in this case a foreign language. The environmental factors include the social, cultural, political, and economic context that in different ways affect not only the teaching process but on a larger scale the learning.

Kumaravadivelu (2006) explains that "the pedagogic factor shapes how teachers, learners and the learning situation interact with each other to trigger positive or negative attitudes in the learner" (p.39). Teachers through their attitudes can also influence on students' self-confidence and as Malcolm (1987, as cited in Kumaravadivelu, 2006), states that aspects such as the curricular objectives, classroom activities and even personal teacher's attitudes play a role in influencing likewise the student's attitude to learn a language. All in all, different factors influence on the learner's performance, and these factors also make that students take risks or not.

Basavanna (1975, as cited in Goel, & Aggarwal, 2012) asserts that "self-confidence refers to an individual's perceived ability to act effectively in a situation to overcome obstacles and to get things go all right" (p.90). In my classroom I found students that their performance is good because they show their abilities to do, and they want to be the best. However, there are others that all the time are seeking the

approval of others. This type of situation generates competition in classrooms and between peers showing a lack of personal reinforcement.

Students from public schools are influenced by their peers, and in some cases also by their teachers, but if I as teacher encourage them to feel confident even if they make mistakes, my students learn to accept themselves, and they can develop their self-confidence.

2.4.2. Motivation

This factor is the most important in the process of a second or foreign language acquisition process. For the purpose of this autoethnography, motivation is analyzed taking into account aspects such as student's attitude and their interests/needs and likes, material used in class, strategies and suggestions.

Motivation is a term that has been classified as integrative and instrumental. According to Crookes and Schmidt (1991, as quoted by Corrales & Maloof, 2008) an integrative motivation is characterized by positive learners attitudes towards the target language. The main goals are associated to a possible integration into that language (p.73). However, it is possible that students have an instrumental motivation because they want to learn a language for functional, practical situations such as to get a job, pass the quiz among others.

Peacock (1997, as quoted in Fandiño, 2007) defines motivation as "interest and enthusiasm for the materials used in the class. Persistence with the learning task, as indicated by levels of attention or action for an extended duration, and levels of

concentration and enjoyment” (p.49). In this way, motivation is associated to all elements used by teacher to capture student attention.

On the other hand, Cheng and Dörnyei (2001) present us ten motivational strategies. These constitute macro-strategies close connected to learning goals. Likewise, the motivational strategies involve teacher and students performance, and include

1. Set a personal example with your own behavior.
2. Recognize students' effort and celebrate their success.
3. Promote learners' self-confidence.
4. Create a pleasant and relaxed atmosphere in the classroom.
5. Present tasks properly.
6. Increase the learners' goal-orientedness.
7. Make the learning tasks stimulating.
8. Familiarize learners with L2-related values.
9. Promote group cohesiveness and set group norms.
10. Promote learner autonomy (p.161).

A further point is associated to Oxford and Shearin (1994, as quoted by Fandiño, 2007) suggestions that teachers can follow. They mention that

- *Teachers can identify why students are studying the new language.*
- *Teachers can help shape student' beliefs about success and failure in L2 learning.*

- *Teachers can help students improve motivation* by showing that L2 learning can be an exciting mental challenge, a career enhancer, a vehicle to cultural awareness and friendship and a key to world peace.
- *Teachers can make the L2 classroom a welcoming, positive place* where psychological needs are met and where language anxiety is kept to a minimum.
- *Teachers can urge students to develop their own intrinsic rewards* through positive self-talk, guided self-evaluation, and mastery of specific goals, rather than comparison with others students.

All in all, motivation in language acquisition plays an important role. The achievement of goals depend on students own motivation.

CHAPTER 3.

RESEARCH METHODOLOGY

This section will discuss assumptions about the qualitative research method, the methodology used to answer the research question and research objectives. It will describe autoethnography as research method, the participants, the instruments and the process used to collect data, the procedures of data analysis and interpretation, the data triangulation, and the ethical considerations of the present study.

The English Language Teaching (ELT) research works, nowadays involves not only observation, the collection of data and analysis of the results. This process is related to a deep exercise of inquiry based on what happened inside a classroom. The main idea is to improve teacher educational practices (Allwright & Bailey, 1991; Holmes, 1986). Usually this kind of exercise can be less rigorous and traditional than scientific method. In this way teacher as researcher needs to interpret models of inquiry and data collection making judgments about their practices, and explains what exactly is happening in the classrooms, the influence of different factors related to learners, teacher, and to the curriculum as well.

van Lier (1988) revealed “as yet we know too little about the variables that play a role in all the classrooms to be able to make rash recommendations about methods of teaching and ways of learning” (p.7). It means that as a teacher researcher I need to know what is happening in my setting of work. It is necessary to identify the variables that take part, influence or are connected to the classrooms in order to improve my educational practices. Following van Lier’s (1996) idea about teachers making

research, they must develop this kind of exercise because they can break the old model of language acquisition inquiry that generally does not connected to language-pedagogical issues.

3.1. Approaches in classroom research

Research for many years has been gained importance in the educative field, and with the new policies in education its role has changed. At the present time, our role as teachers is changing considerably. Now, teachers are also researchers in our own field of work. Teachers' practices should be under investigation in order to improve them, and it permits us to reflect about these practices or activities are effective or not.

English Foreign Language (EFL) teachers researchers enter in their classroom with set of beliefs, values and attitudes that perform teaching practice. For that reason, a research project can be conducted in order to make a self-evaluation and reflection, as well as to guide students to achieve the learning goals.

In research we can identify quantitative and qualitative paradigms. Reickard and Cook (1979, as cited by Nunan, 2002) affirmed that "researchers in no way follow the principles of a supposed paradigm without simultaneously assuming methods and values of the alternative paradigms" (p.3). According with this assumption it is necessary to make distinction between these kinds of paradigms to select the most appropriate for our research.

A quantitative research according to Nunan (2002) involves the following words: formal, controlled, analytic, deductive, objective, generalizable, based on facts,

with a high validity and reliability, context-free, fixed design, and others aspects to keep in mind to apply this approach. The reality in a quantitative research is objective, definable and singular. In this type of inquiry, the researcher has a preview hypothesis, formal and controlled data-gathering techniques to find answers, and the way to analyze or interpret this information is in terms of numbers.

According to Nunan (2002), qualitative research is based on the idea that the knowledge is relative, and it is an element that can be susceptible to research. The application of methods that are not experimental can be valid. In addition to this, Richards (2003) asserts that qualitative research is powerful because it is focused on a particular aspect rather than a generalization, and he reports that qualitative research is usually centered on behaviors of a small group or in a particular setting.

Taking into account that teaching context involves other human beings, teachers should be more sensitive. This autoethnography aims to determine my level of reflection about teaching and learning process in my class, the impact of my teaching practice, and the students' perceptions about my teaching practice in order to improve my teacher professional development because of that as researcher I need to capture the essence of the participants, me as teacher and from my students.

In order to achieve these objectives, the qualitative research approach is the most suitable for this inquiry because it involves a description of my teaching practices in a naturally setting (English language classrooms at public school in Malambo, Atlántico) without any attempt to manipulate them. Denzin and Lincoln (1994, as cited in Richards, 2000) stated that

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self....This means that qualitative researchers study things in their natural settings, attempting to make sense of or to interpret, phenomena in terms of the meanings people bring to them (p.149).

The description and analysis of data from observations, interviews, student's journals, and document analysis were the starting point to my reflection exercise as an essential part of my teacher professional development. Furthermore, as teacher that belongs to Decree 1278, the evaluation process is permanent. So, through the research question how does reflection about my teaching practices influence on my students learning process? Giving answer is significant to me because this constitutes the beginning to improve my practice and professional development.

Additionally, as teacher researcher conduct the collection of data and carefully analyze them, and seek to discover the meanings from participants' behavior. As qualitative researcher teacher can interpret these situations, and teacher can identify the perspectives that are on particular issues. Because of that, Seliger and Shohamy (2001) express that "the developments of rigorous methods for data collection and analysis [in qualitative research] have produced results that would not be possible through experimental designs" (p. 119). Through this paradigm we can consider all the data obtained and the outcomes that emerge during the investigation.

Between the cores of qualitative research (Richards, 2003) it is possible to identify ethnography as a part of the design of a qualitative study. This kind of method permits the use of autobiographic data to start a research work. Furthermore, for the purpose of the present inquiry, the qualitative method will be called autoethnography. This is an autoethnography case study because is focused on me as subject/object of research. As researcher needs to make sense of classroom setting, participants' decisions, actions, and reactions. This descriptive research study use class observation, interviews, journals, and documents to achieve the research objectives.

3.2. Autoethnography case study

This inquiry is based on self-reflection through an autoethnography case study. This type of inquiry is associated to my personal teaching practices and reflection around them. Autoethnography has its origins in anthropology, and has been recently added to social research methods. Through this method a particular phenomenon can be understood in context occurs, and how are being studied.

Riemer (2012, as cited in Torregroza, 2014) referred to ethnography "as a systematic study of a particular group or phenomenon" (p.49). This method is focused on people not in the setting, because of that this inquiry is engaged on myself as English teacher. Autoethnography in this terms constitutes a description and reflection about my praxis.

Pace (2012) defined an autoethnography as a reflection exercise around personal and professional experiences. Likewise, autoethnography is a term that in

recent year has been included as a method of qualitative research as well as a kind of method that has been used in educational research. Its main focus is the description of teacher practice and reflect about it.

According to Ellis and Bochner (2000, as cited by Chang, 2008) an autoethnography is related with an exploration in introspective way joined with the culture. This term is related with social science studies as well. It means that the researcher needs to make a reflection about their work connected with the culture itself. From this reflection, the autoethnography permits someone to analyze how the teacher practice development influences students. In fact, with autoethnography is possible to identify some subareas to analyze. Some of them are teacher and students' role, routines and patterns, teaching and learning strategies, individual variation, the role of L1 and others.

The point of this method is that the autoethnography gives to teachers researchers the opportunity to examine their pedagogical practices from their own lived experiences (Belbase, Luitel, & Taylor, 2008). This examination come from the data gathered through observation, interviews, journals, and document analysis. Following this idea, this method provokes that from this can emerge changes into teaching practices. Because of that an autoethnography results a helpful method to reflect around my personal teaching practices.

As teacher researchers developing a case study, we need to keep in mind that this approach permits to answer questions that include why and how. Yin (2003) proposed some steps to develop a case study, "designing a case study, collecting the study's data,

analyzing the data, and presenting and reporting the results” (p.3). Keeping in mind these tasks proposed, these results helpful tools to select the most suitable instruments to collect data, and define how to conduct the analysis of them. But also, it is necessary a theoretical framework to support this analysis.

This autoethnography inquiry is a descriptive case study (Yin, 2003) because it is focused on a description of my teaching practices, and my reflection about this process taking into account my students’ perceptions.

3.3. Participants

The participants in this research were an English teacher, and her students. The former was me as English teacher of 6th, 8th and 10th grade level in this institution. I graduated as a Normalista from Escuela Normal Superior Nuestra Señora de Fátima in Sabanagrande. I have an undergraduate degree on Science of education from Universidad del Atlántico.

The later participants are students enrolled in eighth grade, course A with 43 students. These participants took English class on Tuesday, Wednesday and Thursday from 8:15 to 9:10 a.m. Although the participants represent different sociocultural backgrounds, the purpose of this study is focused on self-reflection to improve teacher development through gathering data from this group. Merriam (1988) states that it is a good idea to select participants who “can express thought’, feelings, opinions...on the topic being studied” (p.76).

The public school where the present research work is developed is located in Malambo, Atlántico. This school has academic modality in calendar A. It is coed and inclusive, students' ages are between 10 and 18 years in high school in every level. The teaching levels go from pre-school to fifth grade in primary, and from sixth to eleventh grade in high –school. Moreover, the students come from several backgrounds with serious sociocultural and socioeconomic problems. Their families are dysfunctional, their parents are unemployed, and some of them have troubles with the law.

Accordingly, the programs provided in the School are Aceleración del Aprendizaje, assistant from Bienestar Familiar (breakfasts, snacks and lunches), the former program is to support students who are out of the age of education and help them to balance with the other students. The latter provides an aid to students from every grade with low weight.

In every grade of this public school, we can observe students with highly aggressiveness and others with special needs, but there is not any kind of specialized supports to teachers to work with these students. In 2012, an English teacher arrives to this institution, who found different groups of students that do not like English class, and others that like it but feel afraid to express something or for doing activities. One year later, I arrived as English teacher to this public school in Malambo and I could identify the same situations and both teachers decided to work together and try to organize the English program for every grade by topics.

English classes at this institution are taught three hours a week in all grades. By every classroom there are about 35-40 students, this situation provokes that evaluation of students change every week: Working in pairs, whole class, individual participation, and sometimes quizzes. Students want to learn L2 to pass the academic year, but there is a small group that has ideal work where English is crucial for their professional development.

On the other hand, at this public school in Atlántico Department it is usually to find chairs set in one after the other, this classroom organization allow teachers and learners walk without any problem. However, teachers can make new organizations but once the class end s/he must leave the classroom again as the teacher found it.

The audiovisual room is provided with a video beam, a TV set (is not working), and a laptop available for teachers to use it when they require it. This room is used according to a schedule because the room is used by other teachers from different subjects. The audiovisual room for English class is available once a week, on Wednesday. Sometimes the activities are related with webpages activities to review class topics, expanding vocabulary, reinforce grammar points, and evaluate in different way (games, online activities).

3.4. Data Collection Instruments

This autoethnography case study used observations, interviews, journals and document analysis as data collection methods because they allowed to gain predictable as well as unpredictable evidence (Yin, 2003) that helped to interpret and understand

object of this inquiry. The convergence between the ethnographic methods and the case study permitted the exploration of my teaching practice and also learner's perception about this practice. Thus, contrasting participants' verbalizations and behavior, helped to interpret and to reflect about the phenomenon.

Keeping in mind, this research work was framed and carried out within the qualitative paradigm, the methods used to collect the data were connected to this decision. So, classroom observations, semi- structured interviews, students' journals and document analysis were the techniques used for this study because they complemented each other and led me to obtain the whole picture of the topic under study.

3.4.1. Classroom Observation

It is important to establish what observational data collect. Delamont (2002, as quoted by Hannan & Kelly, 2006) stated that researchers need to focus on what to look at, where and when to look, how to observe, and what to record. Taking into account these aspects researcher can develop their research observational process successfully.

There are different types of observations: structured, semi structured and unstructured, I considered that the semi structured observation was the most appropriate for this inquiry. In structured observation a researcher knows in advance what s/he is looking for and focuses on systematical procedures to confirm or refute a hypothesis that is already decided (Cohen, Manion & Morrison, 2007). In semi structured observation the researcher does not attempt to test a hypothesis, s/he focuses

on how to collect the data, and in spite of using an agenda of what will be observed s/he does not enter on a observational schedule of predetermined categories of the topic under their investigation (Cohen et al., 2007).

A semi structured observation enables the building categories, explanations or descriptions that have not been established in advance, but these emerge from the data gathered. A structured observations enable “the researcher to generate numerical data from the observations” (p.125) in order to make comparisons, frequencies and patterns of predetermined categories. Because of that, conducting a semi structured observation is less systematic. So, semi structured observation helped me to obtain the information I needed to answer my research question.

Moreover, there are several ways to make observations. According to Borg (2006) a participant classroom observation is a technique that permits to gather data using field notes, and audio recording as well as video. One way to obtain more specific data from observation is through checklists, observational schedule or an evaluation sheet for example. Other way is using tape recorder or a video camera to obtain information. But, the uses of any kind of machines cause in some cases students to inhibit, and demand a lot of time from researcher to transcribe the audio or video.

Keeping in mind Wallace (1998), the observation was centered on teacher, especially me as English teacher, and how my performance influences my students. Important and relevant aspects such as the setting, materials, and students’ attitudes were observable. Hannan and Kelly (2006) states that researcher requires “to be

guided by the nature of the research focus in order to home in on the important information, although it is not an easy task to separate the incidental from the essential” (Section B,7.), and it is a technique that permit to record, takes notes, verbatim or make combinations of them in classroom, and in other arenas. Classroom observation can be used also for teachers’ evaluation, and for the purpose of this study helped answer questions and to reflect around my teaching practices.

3.4.2. Interviews

In order to get information about English teacher development, and students learning process, the application of interviews permitted to access to students’ perceptions. According to Borg (2003) this type of instrument permits to understand points of view, beliefs and attitudes. Through questions the interviewer can catch all those appreciations. In this way, interviews are used to explore through questions the background experiences in language learning, and influence of teaching process in students learning process.

According to Cohen, et al., (2007) through semi-structured qualitative interviews it is possible to gather data such as values, assumptions, beliefs, wishes, problems of the school’s culture. For that reason, the interview constituted an important instrument in the gathering process of data. It constitutes a part of life, because involves interviewee and interviewer. Both of them take part in a face to face interaction. Their roles are defined as the interviewer who is looking for information, and the interviewee that provided it.

Semi-structured interviews are directed by a set of general topics, and questions in which the researcher uses flexibility in encouraging the interviewee to talk about his/her experience (Kvale, 1996). This type of interview permits to understand topics connected with daily life keeping in mind subjects' perspectives. Taking into account the characteristics of this type of interview, this instrument permit us to access students' unobservable aspects during their learning process. The interviewee's point of view is crucial to establish the categories to analyze. Based on this, it is important to know the interview structure in order to achieve its objectives.

For this research work I chose the semi structured interview. Semi structured interview gave me the opportunity to guide the interview through a list of questions about the topic of my interest, and taking into account the students' disposition and from their answers new questions emerged during interviews development (Merriam, 2009).

Open ended questions associated to English classes, English teachers, types of class work, and likes asked to six participants, 3 males and 3 females from eighth grade. The questions were formulated in Spanish. All students answered the same questions with the purpose of gaining information to support this study. Keeping in mind, the information obtained, this was organized in a table (see Appendix 6). This table permitted to identify and code the data into categories as follows: Student' needs, student' learning style, student's appreciation about teacher, student' attitude, English class process, student's constraints. Every category permitted to identify aspects or situations that influence on students learning, and their perceptions about my teaching practice.

3.4.3. Journals

In different contexts journals are useful as a teaching/learning tool. In academic and personal contexts, these journals provide opportunities for learners to register and examine their own learning process and for teachers they imply their professional development. This instrument is related with teacher's or teacher's learners written responses to teaching process. Two main purposes have the journals when a teacher researcher uses on his/her inquiry. The first one is that events and ideas are recorded to make later reflection. The second one refers to how this technique constitutes a helpful tool to discover insights teaching process (Richards & Lockhart, 1996).

Journals constitutes a reflective tool. Through journals, I can identify how students' learning is affected by any circumstances, and from teacher what is his/her observation about the class developed. For that reason, this technique requires that the different teacher or students' entries be registered as soon as possible after the class events and emotions are still fresh, and without allowing time or reflection to distort recollections data (Holmes, 1986). After that, teachers can reflect about the class itself to make adjustments, reflect about different aspects related to teacher's behavior, teacher's development, and/or student's behavior, student's learning, or teaching and learning processes, the effective use of time.

Moreover, this technique is very easy to perform and take a few minutes to develop, usually at the end of the class. Bailey (1990, as quoted by Richards &

Lockhart, 1996) makes some recommendations to keep in mind when as teacher researcher I decided to write a journal:

“What do I do as a teacher?

What principles and beliefs inform my teaching?

Why do I teach the way I do?

What roles do learners play in my classes?

Should I teach differently?” (p.7)

For the purpose of this study, I took into account some Bailey’s suggestions because during the writing process of my journal not all of them are present. This research instrument also has disadvantages. Some disadvantages are related to the fact that the student can be limited to answering questions from a questionnaire or just answer what s/he wants deviating from what is required. Because of that, through using of simple questions I can obtain what exactly I need to know from students about the teaching and learning processes. Furthermore, student reveals their feelings, and values to English teacher and class.

3.4.4. Document analysis

Documents such as school language program, sample of students activities, and quizzes permitted to identify relevant aspects associated to this research work. Robson (2011) defined document analysis as any form of data not gathered through interviews

or observations. Documents are another important instrument of data in a qualitative study. Merriam (2009) stated that “the strength of documents as data source lies with the fact that they already exist in the situation; they do not intrude upon or after the setting in ways that the presence of the investigator might” (p.13). The documents analyzed for this study were the syllabus that I follow, lesson plan and some students’ activities (worksheets).

Through the analysis of the syllabus I obtained evidence regarding the English classes were organized. The eighth lesson plan regarding the teaching was also analyzed in order to corroborate and augment evidence from the other sources (syllabus, worksheets).

3.5. Data analysis

The instruments (see Table 1) used to collect data in this research allowed to analyze alongside the research findings and make the triangulation. The first stage of the procedure of data analysis was to transcribe the classes observed, and the interviews and to scan the documents. Then, a reading of all transcriptions were done in order to contextualized and analyze as Cohen et al., (2007) “in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities” (p.461) suggested.

Table 1.

Summary of Data Collection Techniques.

Instruments/ techniques	Participants	Purpose	Research Objectives
Journals	Students	To identify students' thoughts, feelings, knowledge.	Identify the students' perception about my teaching practice.
	Teacher	To identify aspects/situations in the classroom that influence students learning.	Describe my teaching practice. Determine the level of reflection about teaching and learning process in my classes.
Observation	Teacher	To obtain information about teacher performance.	Describe my teaching practice.
	Students		Determine the level of reflection about teaching and learning process in my classes. Determine the impact of my teaching practice on students.
Interview	Students	To identify aspects/situations that influence on students learning.	Identify the students' perception about my teaching practice.
	Students	To obtain information about student's achievement.	Determine the impact of my teaching practice on students.
Document Analysis	Teacher	To analyze teacher planning.	

Through data analysis, I can evaluate what is happening. The purpose is not only to improve teacher's practices, is to reflect about these practices and improve teacher development through this exercise. All in all, data analysis permits to make an

organization of gathered data. The data processing and analysis is conducted according to the instrument used, and keeping in mind the research objectives.

3.6. Triangulation

Triangulation is a term that McMillan (2000, as cited in Burnaford, Fisher & Hobson, 2001) defines as “a conscious intersecting of multiple methods for data collection. It is the process of comparing the findings of different techniques” (p.70). In this way, this type of analysis permits to verify the data gathered from different instruments. This technique helps to understand better the findings obtained and supported from observations, interviews, journals, and document analysis. Through the triangulation we can explain the phenomena using more than one point of view, and using qualitative data.

Cohen and Manion (1994, as quoted by Corrales & Maloof, 2008) mention that there are four types of triangulation. Time, space, investigator, and methodological triangulation constitute ways to follow analyzing data. The first one uses longitudinal and cross-sectional studies. The second triangulation refers to use of cross-cultural techniques, especially when the research study involves schools in specific area or in the country. The investigator triangulation is used by more than one researcher to observe the same phenomena. The methodological triangulation refers to make use of different methods in the same study, or the use of the same method in different studies (p.112).

As teacher researchers, I can use the most suitable type of triangulation to continue given sense to my inquiry. It is possible to compare the information gathered in order to give reliability to the findings. Keeping in mind the characteristics of a methodological triangulation, this is the most appropriate technique to use in this inquiry.

3.7. Ethical issues

Every inquiry project requires aspects related to ethics. These issues are associated to the problem studied, the researcher, the methods used to gather information. Lichtman (2013, as cited in Torregroza, 2014) argued that research ethics involves “a set of moral principles, rules, or standards governing a person or profession” (p.68). The author presents us the major ethical principles that include the researcher and participants, the information obtained, and its analysis, and behavior. The first one refers to the researcher who should do not harm, while the second one is oriented to protect participants privacy and anonymity all the time. Furthermore, the confidentiality should be maintained, and of course researcher need the consent of participants. In addition, regarding the data gathered these were used for the exclusive purpose of this study.

3.8. Summary

Through this chapter, I identified the type of inquiry adopted, the method, the procedures, and the techniques to collect data, and how to make analysis. In addition to this, I used all the gathered information for understanding teaching practices and improve them. The findings of this research work will be discussed in the following chapter.

CHAPTER 4.

RESULTS AND ANALYSIS OF RESULTS

Taking into account the methodology and the instruments explained in chapter three, this chapter is focus on reporting the results and discussion of the data obtained the different sources: classroom observations, interviews, journals, and documents analysis. Every results by source is supported by evidences (excerpts). In this section data triangulation and my level of reflection are also discussed.

Likewise, the findings in this section are connected to the research question, and they attempt to answer it, how reflection through my teaching practices influence my students learning process? Because of that the inquiry findings are presented according to the instruments used.

4.1. Classroom Observation

Through the data gathered from five class observations recorded, and from their transcriptions, I identified codes associated to my teaching. The transcription form as shown in *Figure 4* helped to identify and classify the data gathered into the follow categories: teacher mediation, classroom management, methodology, teaching, and affective factors. These macro-categories were analyzed through micro-categories to have clear understanding about my teaching, and how this influence my students.

Likewise, I could recognize the type of evaluation, type of questions that I employed in class, and aspects that involve learning, and affective factors.

The use of parts of my body, questions, and some expressions constituted the way as I as mediator presented or explained to my students the topic/activity (William & Burden, 2009). Taking into account the questions that I used during my classes these oriented students' attention to their class participation. This corresponds to a "proactive mediation" (van Lier, 1996, as cited by Herazo and Donato, 2012) because through my questions, I was looking for students participation in anyway.

Invitation to participate

This micro category is closely connected with the teacher mediation and affective factors because students' response or their participation depends on how the teacher uses methods to provoke students do or enroll in activities (Lui, 2012).

Through short questions or expressions I invited students to participate.

(The teacher shows the papers, and move around the classroom chair by chair waiting for students choose one paper. The teacher raises her hand to show the way to take part of the activity. The teacher moves to the student who raises his/her hand).

*T: You take one paper! Take one paper! Whatever takes one, yes, take one, you! Ok. You paste there on the board. Paste on the board.
Who wants...? (Another student raises his hand, and the teacher moves to him)
(O.1, 5)*

(The class is about feelings. Teacher draws on the board the faces according to the feelings).

*T: [...] What else do you know?
S1: I feel...
S6: [...]
T: How do you feel today?
S7: I feel happy and sick! (O.2, 17-22)*

This happened because I wanted that my students took part of the class process.

Through questions mentioned above, it is clearly observable that the activity was regulated

by me. Students' participation were also regulated and enhanced (Lantolf & Thorne, 2007).

In this way, learners could feel confident or motivated to participate in the classes.

Scaffolding

As teacher I interacted with my students in order to them can achieve the knowledge. The acquisition of knowledge through interaction between students or students with me facilitates learning process (Kao, 2012). Through class activities development as teacher I provided my students with structures that permitted them to develop the activities and skills. Keeping in mind, scales of pedagogical scaffolding as Walqui (2006) suggested some of them are presented in my teaching practices.

Modeling: As teacher I modeled the exercise- role play. Scaffolding learners through role play permitted that they processed the information in an easy way.

The class activity is about classmate peer presentation. Students need to put in practice the expressions learned in the last class.

*T: Hi! [...] hi, Carlos! This is J.C. and you say glad to meet you!
 Yes?
 Pay attention! I say: Carlos, this is J.C, and you say glad to meet you J!
 Ok. I repeat again. (The teacher moves to other student to clarify what they need to do)
 Here. Pay attention!
 Hi, L! This is K.M, and you say glad to meet you, K! (the teacher moves from side to side to show what they need to do) (O.4,121)*

Bridging: Students' prior knowledge was activated through questions about topics that they just studied.

This activity was focused on identifying and to put in order information from an identification card. This topic students just studied before.

*T: Name? Are you sure? Identification, [...]twenty years old, telephone, card, name, identification and shshshs (the teacher reads the words that are pasted on the board)
 S4: Identification (the student says the word as it is written)*

S1: Identification (the student says the word as it is written)

T: Identification? (the teacher checks the spelling word)

Identification (the teacher pronounces the word as the student did)

S5: Aidentification

T: Identification! Good! This is the first! Here (a student pastes the first word)

(O.1, 22-28)

Contextualization: In order to achieve students understanding some meaning words were put in context. Drawings, real objects, students' experiences, and examples/analogies help them to achieve the goals.

T: (The teacher writes on the board "court" to explain what is lawyer) is the court, court, court, no? for example[...] a robber ahhhh come here I'm a police, the police! Let's go! (the teacher takes the student hand as a police catches a robber) I'm a police, let's go to the court!

You need a lawyer! (teacher continues making representations to explain what is lawyer taking some books)

Ss: [...]

T: I'm a lawyer!

S1: Fiscalía

Abogado

Ss: [...]

T: Yes, good! (O.1, 126-131)

T: Who's this notebook? (the teacher shows the object)

S26: Her notebook!

T: Yes.

Who's this module?

Ss: His module! (O.3, 104-108)

On the other hand, some questions or expressions were used to regulate the activities (Lantolf & Thorne, 2007).

The teacher shows to the student his classmate. The teacher uses her hands to do it. "This is G. C. Hey! How do you feel today?" (O.3,7)

T: Listen! Do you work alone or in pairs?

Ss: In pairs! (O.5, 19-20)

Through presentation of examples or modeling the activities, students can understand the topic or activity to do. Moreover, the use of punctual question and

instructions permitted to focus students in what exactly they needed to do or how they had to work, and the classroom discipline was maintained.

*T: Sit down in pairs, please! You need to sit down in pairs! Ok.
(students move their chairs, they choose the classmate to work)*

S3: L, vente pa'ca!

S4: K

T: No, no no in pairs! (the teacher shows two fingers)

S5: Hey, F ven. (O.5, 7-11)

Additionally, during class development is observable the use of the IRF (Initiation-Response-Feedback) scripted type. Through spoken interactions students learning can scaffold.

T: ... What are their names?

S17: [...]

T: Their names are...

S17: B and...

T: And... K?, K (the teacher approves the answer with her head) Yes

How do you feel today? How do you feel today?

S18: [...] I feel [...]

T: I feel (O.3., 78-85)

Classroom management

The codes referred to use of time, behavior and space, in general constitute the classroom management category. These aspects are necessary to keep in mind to have an effective learning process as Rogers (1951, as cited by Fandiño, 2007, p.23) proposed. A class organized, and planned permits teacher to have control of the time, students' behavior, and how the teacher moves around the class setting.

Time

It is important to know and check if students finished the task, if the planned activities developed completely. An expression as follow permitted to identify that I keep in mind the duration of a class session.

“Ok. The time is almost over!” (O.5, 118)

This shows that I know exactly what the duration of the class is, and through this type of expression students know also that the class is over. The time of activities is controlled not only by me also by the classroom schedule, and students know also know. But there were sessions in which the time of the class was not enough.

The session was about spelling names and words. The bell rang, but the teacher continues because the following teacher has not arrived to the classroom and a student was given their answer.

T: Ok. That’s good!

Ss: [...] se acabó la clase!

S16: /eich//ou/...

T: [...] how do you spell her name? K!

S41: /kei//ai//en/ ... (O.3, 180-184)

Behavior

Other expressions are associated to how I controlled the discipline during the class development. Some of them are connected to classroom order (chairs, classroom tools), others to the way students talked to their classmates, and how students took part of the class. Expressions like the following are used to control the students’ discipline in class, and their participation.

“Please, everyone put in order your chair” (O.4, 3)

“Pay attention! (O.1, 48)

“Hey..., wait! (Professor catches student’ attention to respect their classmate intervention)” (O.3, 151)

Through these expressions it is observable that every expression used by me had a clear purpose. The classroom management is an important aspect to develop the classes with a crowded group of students. Some of these expressions are used to control the moments of the class, the student's turn taking, and classroom discipline.

Classroom routines

During my classes there is a time to share with my students. This classroom routine implies a first contact with students before starting the class, introducing them to use the vocabulary or expressions learned, to organize the classroom, and even to pray.

T: Good morning!

Ss: Good morning, teacher! (Some students stand up as a sign of respect to the teacher's greeting.)

T: How are you today? " (O.3, 1-3)

T: Good morning!

Ss: Good morning, teacher!

T: Please, everyone put in order your chair.

S1: Miss, vamos a decir la oración, si?

T: Ok. Thanks for remembering it! Let's do it! (O.4, 1-4)

It means that class routines are very important in order to focus my students in the class. Through these routines learners are in contact with the foreign language. They are students who are already familiar with the class routine: greeting, organization and sometimes to pray before starting the class.

Methodology

This macro-category includes strategies, methods, and techniques used to accomplish activities. Codes associated to class presentation, use of materials, use of

questions, and evaluation belong to methodology macro-category. These aspects are connected to the “teacher knowledge of the subject to be taught and skill in how to teach that subject.” (Neil, 1991, as cited by Wichadee, 2010).

Class presentation

“[...] class today, our activity let’s review the personal presentation, the identification card (*the teacher uses her hand to show that H, one of the student takes off his cap, there are some girls playing with their notebooks near to the teacher*) and on these papers, there are words about identification card”. (O.1, 1)

This shows that I presented the topic or activity to develop to students.

Keeping in mind that it is possible that learners could not remember or did not understand what they will do, I present an expression associated to the activity that they developed by themselves.

Presentation or use of material

Materials are helpful tool to present the activity or reinforce knowledge. The material is part of the task, constitutes a motivation for students. This element catches students’ attention (Peacock, 1997, as cited in Fandiño, 2007).

*“I give you a paper, it is very very easy! This activity is about personal identification. Do you remember identification card?
This is the identification card (the teacher shows an identification card model). This activity is about this”* (O.1, 1)

“(The teacher shows a pen, and ask) Whose this pen?” (O.3, 99)

“Whose this notebook?(the teacher shows the object)” (O.3, 104)

This shows that I use material as important element of the class, if students can access, see, and touch all those materials the language acquisition process can be easier

for them. Keeping in mind that school not provide any kind of materials for the class any element that is in the classroom or that I bring to class is useful. The instructions given to students made that they took part of the activities development, and some resources helped them to understand what they needed to do.

Use of questions

The question is used as a strategy to display previous knowledge, to confirm knowledge or to evaluate. Some examples of question to display previous knowledge are

Teacher presents some papers that content personal information. This information putting all together is an identification card.

T: How do you put in order?

S1: Name, name, name! (O.1, 18-19)

Indirect question to display previous knowledge.

T: What is the next?

S11: Señor! [...]

T: Identification card: name, last name

S12: Grade

T: Grade (O.4, 52-56)

Sample of a question to confirm knowledge is

The class activity is focused on the alphabet review.

T: Ok, D, how do you spell your name? How do you spell your name?

S29: (the student is thinking)

T: Your name...

S29: /di/ (the teacher writes the sounds that the student says)/ei/ /ar/ /el//ai/ /es/ (O.3, 133-136)

Evaluation

This code belongs to methodology category. This is presented in two forms, positive or negative, and is associated to students' performance, how students give answers,

or when I as their teacher checks their spelling and answers. Besides, these types of evaluation are connected to scaffolding, but it is important to know that spoken interaction that scaffolds student learning, and interaction that implies a 'recitation script' are different processes (Gallimore, 1988, as quoted in Walqui, 2006)

Through some expressions is observable a formative evaluation. Students can also evaluate themselves. As teacher, I use an easy questioning structure that students understand. This makes the students' participation can be potentially greater. But their responses can be evaluated in negative or positive way as follows:

Negative evaluation: Through class observations aspects such as pronunciation, spelling, knowledge about the topic, and answers can be evaluated in negative way.

Teacher requires from student their names using the structure taught.

T: My name is...

S2: L

T: (the teacher moves to student more closely because she can listen her) What's your name? What's your name?

S2: [...]

T: My name is...my name is.. (the teacher repeats the expression to the student to make the repetition) (O.3,7-11)

Students in pairs will make an identification card. They are requesting for teacher orientation.

S21: Miss, una sola? [...]

T: No. are you working in pairs? (the teacher moves around the classroom and find some students alone)

S20: Name (student pronounced the word as it is written)

T: You need to do your identification card. Name (the teacher checks the pronunciation)

S22: My name (student pronounced the word as it is written)

T: Name (the teacher checks the pronunciation)

Ok. Yes, Do it! Do it! (O.5, 47-52)

Positive evaluation: Questions answered correctly, good words pronunciation are aspects that constantly were reinforcement with positive expressions such as good, that's good, among others.

The activity is focused on putting in order some peace of papers about identification card.

S5: Aidentification

T: Identification! Good! This is the first! Here (O.1, 28)

T: What is the next?

Ss: Card

T: Card! Come here! Take it! (O.1, 32-34)

The repetition of students' answers by me is associated to the right answer that I wanted to listen for them. For other students, their answers resulted positive because I approved the perfect oral answer or spelling, and there are others where students were scaffolded to say the answer.

All in all, the data obtained from observation analysis revealed how students answer questions, their participation, and evaluation occurred. Besides, this instrument provided me insights related to my teaching, and attitude. This instrument was very helpful to see important aspects from my teaching practices, and to identify others that I as English teacher was not aware that was happening in my practice.

Teaching

The transcriptions permitted to identify data associated to teaching process. The results show that as teacher I controlled the use of grammatical structures during the classes. These results also revealed that there is a regulative process of teaching given primacy to the grammar over other aspects of language.

“G, G! How do you spell her name? (the teacher shows what the student’s name need to spell)” (O.3, 137)

“This is...” (O.4, 142)

“This is for the rest of the class, don’t copy, please! don’t copy, please! (the teacher makes emphasis on who need to do this activity because they did not do it at time last classes)” (O.4, 35)

These results show that I have a big influence from my previous experience as student because I believed that grammar is important to learn English. This believe is observable through my classes’ development which show the supremacy of grammar structure over other aspects and skills of the language. Besides, taking into account that one of the specific objectives of the present research is related to the impact of my teaching practice on students, the data gathered revealed that students learning process is occurring. Learners are capable to use the language even if they make mistakes or use both language Spanish and English at the same time. This occurs because English in this context is a foreign language “studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted (Oxford, 2003, p.1), it is only used during English classes.

S9: Señor, señor, Miss

S10: Name Last.

T: Change! (the teacher moves her fingers to indicate that student needs to check the order of the word)

S10: Last name.

T: Last name, ok. (O.4, 48-52)

S1: Miss, vamos a hacer el quiz today, si?

T: One moment, please (O.5, 4-5)

These reveal that students feel comfortable to use L1, L2 or both at the same time, a Spanglish to express themselves. This demonstrates that they are learning and are capable to use the foreign language step by step or gradually.

Affective Factors

On the other hand, aspects such as motivation, self-confidence, attitudes, are part of affective factors category. The students feel self-confident when they want to participate, they do not feel afraid to make mistakes answering or using the foreign language thus contributing to language learning (Stern, 1983, as cited in Fandiño, 2007). This is observable through students' participations and responses using English.

T: Who's this notebook? (the teacher shows the object)

S26: Her notebook! (O.3, 104-105)

S14: Fun number

T: What is the mistake?

S14: Fun number

T: Phone number! (the teacher makes emphasis on the pronunciation) (O.4, 65-68)

It is important to point out that I played a crucial role in promoting students' participation. They felt confident to participate or answer because they know that already they have knowledge about the language, they know how to use some expressions or vocabularies learnt.

S2: My name is L

T: Nice to meet you!, L! This is O

S3: Glad to meet you!

T: Glad to meet you! O., how do you feel today?

S4: I feel nervous! (O.3, 12-17)

"B, how do you spell K's name? How do you spell K? How do you spell K?"
(O.3, 155)

Through the analysis of this instrument it was clear my role as someone that regulates the learning process, but I am someone that motivated and invites students to participate. The classes observed are connected between them. The topics follow a

sequence that allow students to do a review and may use the previews topics with the new one.

Everything considered my level of reflection about teaching process is a mixture of different taxonomies of reflection. I followed the Kolb's model of Reflection associated to nine dimensions of reflection (Zwozdiak-Myers, 2012). My reflection started with the identification of aspects associated to my teaching practice, positive or negative patterns, and aspects to improve. Likewise, I kept in mind aspects associated to students, their participations, their feelings and others that arose during the data analysis, and constituted part of my reflection. I focused on doing a description of what is happening, students' answer/performance/participation, and doing reflection in action, observing myself, and writing notes immediately on completion of the session.

4.2. Interview

Students' answers to the semi structured interviews gave me significant evidences of their view of different aspects related to their wants, needs and likes. Besides, their appreciation about English class and their teachers, preferences to do activities, and some affective factors such as confidence and attitudes emerged from this instrument. This section provides a description of these evidences organized in categories as follows: Student's appreciation about English, students' preferences to do activities, student's appreciation about teacher, student's appreciation of the English class process, student's attitude, and student's confidence.

Student's appreciation about English

This category involves aspects related to learning English. In terms of language learning this category is associated to what student wants, likes or they are interested. To six participants English is useful because some of them want to be also English teachers. They want to continue to study this language to learn it more, apply it and teach it. Some of them see their current teacher as a model to follow. They want to speak like their teacher.

For students, English constitutes an opportunity to advance, and teachers promote it through motivation. This is connected also, as Fandiño (2007) claimed, to the class itself (syllabus, goals, materials, tasks), and teacher motivational components (personality, teacher feedback, relationship with students).

“...Me sirve mucho porque yo cuando sea grande voy a ser una profesora y...quiero ser también una mejor también seño de inglés”. (I1., A22)

“Para más adelante enseñárselo a los niños y...aprender a hablar inglés”. (I4., A12.)

Learning English has become increasingly important for students. They recognize its importance for future. Students expressed their interest to go to the university, and to study abroad. This learners' point of view is connected to motivational strategies presented by Cheng and Dörnyei (2001).

Speaking in a foreign language today, especially English is important for students. They know that if they learn it, they will have the opportunity to study and travel. A group of students think that English is only to develop school activities, and

learning to use the alphabet. Furthermore, some students think that their English teacher explains to them is useful for their future life.

“...porque me gusta hablar inglés así como como habla usted”. (I1., A24)

“Ah...porque yo lo veo todos los días en la en la, en los programas que uno cuando siempre va a escoger una carrera siempre tiene que viajar a otros exteriores, o sea ya pa como usted nos explica ya uno va más o menos entendiendo y sabiendo cómo es la cosa en los Estados Unidos”. (I5., A16)

These assertions permits me as teacher to follow Oxford and Shearin suggestions (1994, as quoted by Fandiño, 2007), and improve my teaching practices and students learning process. Besides, these students' opinions are connected also with the aspects that influence student's attitude to learn a language (Malcolm, 1987, as quoted in Kumaravadivelu, 2006).

Student's preferences to do activities

Most students preferred to work alone because they do not like working in groups. Nevertheless, some students prefer activities in pairs. According to Cohen (1998, as cited in Fandiño, 2007) learners have personal strategies as personal learning styles, and these are determined in some cases by their beliefs, emotions, feelings (Arnold, 2009).

“Eh solo...”. (I 5., A8) “Porque así me concentro más y no ando como es que...ha-blando...o haciendo desorden con lo del resto del grupo[...]a mí me gusta solo, porque así me concentro más y...hago la actividad más rápido”.

(I 3., A10)

“En parejas, porque me parece que en parejas analizamos mucho mejor y sacamos una buena nota”. (I 4., A8)

Student's appreciation about teacher

Students affirmed that they have learnt from their English teachers. Some of them described their teachers, how they explain the classes, and how they speak English. It means that there are aspects related to teacher that influence on students learning language process. Personal teacher's attitude and their professional development play a role in positive or negative way, because these factors make that students take some risk or not (Malcolm, 1987, as cited by Kumaravadivelu, 2006).

"Yo he aprendido de ellos, la verdad es que la que más me acuerdo es la de usted, porque me gusta mucho cómo usted explica y como usted habla inglés". (I4., A6)

"No que son bien, son alegres, son bacanos". (I6., A8)

"No, normal, solamente que lo único que ellos hacían eran hablar, hablar, y nosotros les decíamos que nos enseñaran a hablar como ellos y no lo hacen, solo ponen actividades... pero con usted es totalmente diferente, porque como a usted uno le pregunta usted va respondiendo pa que uno vaya sabiendo y uno lo pronuncie". (I5., A6)

For students there are some aspects that influence in their learning process. Teacher's disposition to explain, Teacher's personalities, feelings, knowledge of language, and teacher's attitude have a great impact on students when they are in the class.

"Que cuando Miss Isbelia explica las actividades, ella no nos explica así como si estuviera así enojada o seria. Ella la explica divertidamente eso me gusta". (I2., A26))

Student's attitude

This category is analyzed in terms of students' disposition to do activities, and their performance in class. They expressed that they make a big effort doing their activities because they want to be the first of the class, and to obtain good results. These statements show how students are aware of what they can get. Students feel that they are capable to develop the activities.

“Porque quiero sacar una buena nota...y poder pasar esa materia bien”. (I2., A14)

“Porque así puedo ocupar los primeros puestos y me gano una buena nota”. (I4., A10)

Student's appreciation of the English class process

The six interviewees affirm that they like the class because the activities are funny and they learn. The class is “chévere” when English class is on the schedule, and they considered that the teacher teaches to speak. Students feel confidence; some of them have faith in their capabilities to achieve their future goals (Goel, & Aggarwal, 2012).

“...yo pienso que para mí no es aburrida la clase de inglés porque aprendo el idioma de otros países y...eh quiero desarrollarme en ese, en ese en ese idioma” (I3., A2)

“Porque me parecen muy divertidas y me divierto mucho”(I4., A18)

“...divertidas porque así yo pienso y analizo y...al final usted me califica y me pone una buena nota”. (I4., A20)

On the other hand, one of the students asserts that the class makes her happy. Other affirms that the class makes him feel free. This student's point of view permits to identify that they have language learning motivation, and classroom learning motivation (Gardner, 2007).

*“¿Qué me hace?...
¡Me hace feliz!”*. (I1., A32)

“como sentirme libre”. (I5., A20)

The student asserted that he has the opportunity to answer questions about him, and to do easy and funny activities. This student position is associated to an intrinsic-instrumental motivation which involves a desire to achieve a goal making use of L2 (Matsuzaki, 2005). All in all, students are motivated to learn English.

“A que, o sea me parecen...divertidas porque así yo pienso y analizo y...al final usted me califica y me pone una buena nota.” (I4., A20)

“Ah...primero, porque ahí hace uno en el portafolio lo que a uno le parezca, lo que lo que uno se sienta libre en responder, lo que usted pone en el portafolio”. (I5., A20)

According to learners they like especially how their current English teacher explains the classes. This aspect is crucial for them because from these explanations, they understand the activities and can develop them quickly. Besides, they like activities from the module, portfolio and notebook. These student's positions is associated to an integrative motivation (Crookes & Schmidt, 1991, p. 73, as quoted by Corrales & Maloof, 2008) characterized by positive learners attitudes towards the target language.

“Lo que más me gusta de la clase de inglés es como la seño explica y yo como entiendo todo, todas las actividades las hago inmediatamente o sea las las desarrollo enseguida”. (I3., A18)

“Las cosas que usted pone en el portfolio. Uno va haciéndolo y a medida que uno lo va haciendo, lo va estudiando”. (I5., A18)

“Porque si la seño no explicara bien yo no pudiera entender eso y no pudiera desarrollar las actividades”. (I3., A20)

Student's confidence

Class participation of students is determined by different factors such as students' affective factors, and by class schedule. Confidence as an affective factor is part of the students. They can feel that they can do activities or participate, they believe in their capabilities (Goel, & Aggarwal, 2012), but the results are not as they want.

“No sé. Para mí que fuera bastante. Porque hay cosas que no entiendo y no tengo tanto tiempo”. (I6., A30)

“Mi participación es escasa porque no me gusta expresarme delante de muchas personas así pero si se requiere expresarme, delante de muchas personas, me expreso, pero no me gusta expresarme tanto”. (I3., A12)

4.3. Journals

The data was obtained from two types of journals, the students' ones and my own. The findings reveal aspects connected to student's perception of the English class, English teacher, student's attitude, student's learning, and also classroom environment. My journal permits me to interpret my teaching features, especially those related to the correction, kind of presented activities, evaluation, materials used.

4.3.1. Student's Journal

The six student's journals were selected randomly from the whole class. Journals from students that arrived to every English class and with a notebook as journal were taking into account to be selected. Students after every class section should write on their journals taking into account the questions as follow. It is noteworthy, that the questions were asked in L1, so they could understand the purpose of writing journal.

1. How do you feel when you start the class?
2. How do you feel after the class?
3. What was the thing that you liked from the class?
4. What did not like you about the class?
5. What did you learn?
6. How useful is the class that have you learned?
7. What would you change from the class?

The questions constituted a guide to write about the classes. These specific journals do not look like the response to a series of questions. Because of that, some journals revealed students' appreciation about English class, use of language to write their thoughts in general, and their opinions about teaching and teacher. For the purpose of this section, I analyzed the journals organized by date of month. The data

obtained were organized into categories to analyze connected to the research objectives as follows

Student's perceptions about English class process

From the six students' journals selected, I can identify some important aspects connected to the journal questions. Students asserted that they liked English class because the teacher explains; she teaches them new words, the activities are "chéveres". They described the class as good, sensational, and very well developed.

Concerning my teaching students expressed that

"lo que me gusta de la seño es que se especifica bien", "la seño es paciente, nos explica letra por letra en inglés" (extract from J.M journal, February 19th, 2015)

"...miss Isabelia nos enseñaba was very good the class very well done" (extract from D.A journal, February 19th, 2015)

"Hoy fue sensacional la clase. Wad is genial when toca the class with miss isbelia mejia" (extract from S.P journal, February 19th, 2015)

Student's needs

As to what they learned they express in terms of contents instead of language, students also manifest some topics that they like to learn: the city, the animals, adjectives, alphabet, colors, and possessives, among others. Besides, they stated that they want to make power point presentations. This reveals the learners disposition to learn a language as Stern (1983, as quoted by Fandiño, 2007) asserted.

"...the class I liked aprender sobre the city and sobre the animals que realizemos presentation in power point" (D.C journal, March, 9th, 2015).

"...me gustaría aprender en la clase activities, adjectives, practicing, alphabet, colors..." (Y.R journal, March, 9th, 2015).

Other journals revealed how useful is to learn a topic in order to improve their English learning, and how it is important for their life.

“La clase de Hoy me sirve para aprender más de ingles.” (K.M journal, March 2nd, 2015)

“class es muy importante para nuestras vidas” (D.A journal, February 26th, 2015)

Affective factors

The journals also revealed that they learnt to write some words or expressions in English. They felt confident to use L2 (Kumaravadivelu, 2006). Although, they make the attempt, this was not perfect but, they were able to communicate. This constituted a successful exercise because students' affective factors influence in positive way in language learning process (Stern, 1983, as cited in Fandiño, 2007). Students used Spanglish as a way to communicate their ideas. They wanted to write some words or expressions in English as a way to demonstrate that they have learnt something. They wrote using both languages by their own motivation although they were not requested to write in L2.

“...today we learnt about personal presentation vocabulary two the class example...” (D.A journal, February 19th, 2015)

“Dear journal el day de hoy I liked la class de english porque es tan fantastic...” (K.M journal, February 19th, 2015)

Furthermore, in some journals affective factors appear associated to language learning. Students expressed that they feel happy in the class because they can

understand even in others not. Besides, this is associated to how the teacher also explains.

“I me he sentido very happy because I am very good in English” (D.A journal, February 20th, 2015)

“...yo en the class me siento a gusto, pero hay veces que no entiendo nada...” (D.V journal, February 19th, 2015)

Students’ perceptions about teacher

They think that teacher is great, and the class is useful to learn more about it. Teacher’s attitude (Kumaravadivelu, 2006) influences students’ attitude in positive or negative way, but in this particular class, it is positive. According to student, the teacher is a kind person and this aspect likes so much to students.

“mi ticher de inglis...me gusta como es..amable y happy..” (D.C journal, March 9th, 2015)

“la profesora es muy bien con todos los estudiantes es amable” (L.A journal, March 9th, 2015)

The findings have relevant implications in my teaching practices. For students, the explanations of topics and activities are important aspects to learn. Socio affective factors, motivation even my personality can influence on students performance. These factors maybe make students capable to develop their language learning strategies.

4.3.2. My Journal

In order to improve my own teaching practice, I carried out a written journal during my classes. I wrote some aspects about class development, students' attitudes or performance, activities, and materials. Every aspect is associated to some recommendations by Bailey (1990, as quoted by Richards, 1996). Some of these recommendations involve the actions as teacher, the way to teach, the role of learners in the classes, and if I should to teach differently.

My journal is focused on aspects such as the development of the class, classroom environment, student's attitude, my thoughts associated to class situations. Taking into account these aspects and the classes recorded, I can reflect about my methodology, interaction, and use of time.

Based on different taxonomies of reflection, a connection can be made between descriptive, comparative and critical levels and my research objective focused on determining my level of reflection through my journal. Through the analysis of my journal which was focused on my teaching, I can determine my level of reflection about teaching.

Methodology

As teacher, I used and explained the materials, activities, and topic to students. But it is necessary that students also know the objective(s) of the class, because they need to know or identify what they are able to do at the end of the class. I use questions and instructions to regulate the process of class development, this is

necessary but limited student's participation and that the student feels confident about what s/he does or says (Goel & Aggarwal, 2012).

Descriptive level of reflection is determined by the analysis and evaluation of the process.

"At the first moment, they did not participate at all. After the example given, eh surprise!, everyone took part in the class" (J. February 19th)

Comparative level of reflection implies a contrast of my experience, beliefs, values, principles with other theories and approaches (Zwozdiak-Myers, 2012).

Teachers' beliefs about teaching and learning process can change.

"During the class, it is necessary that teacher permits to student think"
(J. February 9th)

"To make better use of questions, given student the opportunity to answer even so they make mistakes" (J. February 9th)

Strategies

In teaching and learning process it is necessary that teachers have the knowledge about what to be taught, the material to use, and the activities to do (Neil, 1991, as cited by Wichadee, 2010). The activities selected to start or to reinforce a class topic can be interesting, hard, relaxing or boring to learners. Games, use of questions, and activities are useful tools to involve students in the class, and related to other subjects or topics from other areas of knowledge.

Descriptive level of reflection

"...students participated and enjoyed the first activity "Tic tac toe" (J. February 26th)

Comparative level of reflection. I believed that cross-curricular class referred to topics from other subjects included, but this implies more aspects than exercises based on elements of topics.

“They identified in the second activity a ‘Mystery message’, and this was connected to mathematics additions. Some students have problem to solve this type of exercise” (J. February 26th)

Critical level of reflection. Activities that I presented to students were not communicative. Activities should focus on learning. Activities that improve communicative competence are necessary. Students need to involve in real communicative situations.

“Activities focus on learning. We need to develop communicative activities” (J. March 8th)

Use of materials

Taking into account the type of school context and the class setting, I only can count with a board and a marker provided by the coordinator. There is a restricted use of both the audiovisual room as other type of materials. However, I can count sometimes with student’s module or other materials prepared by me, and there is a lack of language lab.

“Me hubiese gustado poder usar la sala de audiovisuales, pero como siempre no estaba disponible” (J. March 5th)

“...students brough dictionary... students worked in their portfolio” (J. February 27th)

Teacher Mediation

One aspect that determines the success of a class is motivation. As teacher even the class is a routine as following a text, I motivate students to take part in the class development. I am a mediator of students' learning process through the use of questions, examples or modeling the activity to do.

"...today I introduced to students the questions How do you feel today? And how are you? (J. February 27th)

"After the example given, eh surprise!, everyone took part in the class"
(J. February 19th)

Taking into account the school context it is necessary to use the term ZPD (Walqui, 2006), and scaffolding to understand the type of question or activity that I use with them to achieve the goal.

"Some of them require more support than others to answer/participate" (J. February 9th)

Interaction

The language of instruction used by me was English most of the time because this language is only used in the classroom. This was not a problem to interact with learners. Sometimes I gave them examples or modeled the activity (Aljaafreh & Lantolf, 1994, as cited by Herazo & Donato, 2012). However, it is clearly necessary to use L1 to have a better understanding of students, and to be able to interact with them in an effective and meaningful way.

“Some of them require more support than others to answer/participate” (J. February 9th)

“...at the first moment, they did not participate at all. After the example given, oh surprise, everyone took part in the class” (J. February 19th)

“Algunos no sabían como contestar, pero se ayudaban” (J. March 2nd)

During the whole lessons my interaction with students is frequently individually and also with the whole class. Nevertheless, there was more teacher-student interaction than peer students. I have control of the activity because I decide the way of student work.

“In pairs or groups look into the dictionary the words to draw” (J. February 27th)

“The interaction only occurs with the teacher” (J. March 2nd)

I need to transform the classroom into a laboratory where students learn effectively as Sullivan and Glanz (2005) suggested. Besides, if I am motivated, students can feel motivated also (Scott, 2009).

“Look for more communicative activities that catch their attention” (J. February 27th)

Use of time

To develop my classes the use of time is important. Sometimes external class situations affect the normal class schedule. I have time control of class activity. But there is situations that involve other subjects that rest time to English class.

“The time was short, because the technological class took a lot of time” (J. February 19th)

Nonetheless, through my journals, it is evident that I need to continue practicing the reflective exercise. Besides, reading exercise about how to write teaching journal can be helpful to improve my writing (see Appendix 9). However, it is important to write about the different moments of the class, and situations that affect or influence on class/students development. This permits to encourage other peers to do their own journal and reflections, and foster collaboration.

According to findings, the levels of reflection reached by me is the descriptive and comparative because the exercise implied a description, analysis and evaluation of my classes, and contrasting them with my experiences, beliefs, values, theories and approaches. (Zwozdiak-Myers, 2012).

4.4. Document Analysis

Documents such as lesson planning and students' worksheets were important documents; as such, they were also collected during the research process. These are different forms to gather important information for research work (Robson, 2011). Through the analysis of these documents, I can say that my practice have been focused on reinforcing grammar structures, and the activities proposed were not significant or communicative (see Appendix 11).

4.4.1. Lesson Plan

Regarding the eighth grade syllabus in the first period planning, it contains standards related to every type of skills, but there are not connection with the type of activities proposed for students especially standards associated to writing and monologue (see Appendix 10). The planning is organized by academic period of time. It includes competences, standards, contents, achievements, methodology, and also a description of the evaluation that I use. This academic period goes from the beginning of classes until academic period finishes.

On the other hand, planning class shows a brief summary of what has to be done during the week. About standards, the teacher selected one item for every type of them. The selection of these is based on skills such as listening, reading, writing, conversation, and monologue. But, it is clear that all skills at the same time are impossible to improve.

The topics are focused on teaching grammar, and the activities developed also are focusing on this type of topic. Besides, there is a connection between previous topics and the new one. Activities are based on complete statements using vocabulary or statements learnt during the session (see Appendix 11).

An analysis of the lesson plan showed that I need to select one or two standards to take into account. As English teacher of different grades levels at school, I do not have a lot of time to develop all the topics. Because of that, it is important to determine at least one or two standards through teaching and learning process can be developed.

4.4.2. Students' worksheets

These types of documents are important tools to identify aspects related to students' class performance. The activities proposed to students are related to the topic of the day or week. These were organized in two or three points to develop by students. Some activities needed to be completed with words, sentences or drawings by students. This type of activity usually was from the student's module (Appendix 11).

Ana: Good morning.
Kate: Good (1)_____ Ana. How are you?
Ana: fine, Thanks. How are you?
Kate: (2) _____

Other activities were developed in the student's notebook. Students worked in their notebooks after the class was explained. Activities proposed usually had one or two points to do associated with the topic of the day or to reinforce a previous one. Through activities students also checked their understanding about the topic and their abilities to solve. For example "A mystery message" through which students had to find a hidden message solving a series of additions. The result corresponds to a letter of the alphabet.

1 2 3 4 5 6 7 8...	6
A B C D E F G H...	+ 2
	<hr style="width: 50px; margin: 0 auto;"/>
	H (Appendix 11).

This type of activity limited students to use grammar structures, vocabularies or expressions studied. These are not communicative activities, they are not useful to use in real context of communication.

4.5. Triangulation

A methodological triangulation is the most suitable type for this inquiry (Cohen & Manion, 1994, as quoted by Corrales & Maloof, 2008). The term of triangulation refers to the use of methods or techniques to gather data, and analysis that help to understand other aspects that arise. During the development of this research, I used four techniques to obtain data, observations, journals, interviews, and document analysis from my students and me.

Thus being the concern of this research my self-reflection to improve my teacher professional development, the data gathered from the different methods were examined and compared in order to validate them: students' answers from semi-structured interviews, students' journals, observations and document analysis (Lesson plan, syllabus, students' worksheets). In the same way, the same methods, interviews and journals were used with different participants, it means that the same questions were requested to every participant, all the participants took part in the class observation, and their journals were required to analyze.

From every instrument, I found that particular categories such as motivation, self-confidence, attitude, use of material, use of questions, mediation are present in them. These categories permit to think in the adoption of socio-affective strategies to help student learning process, and as teacher to be more creative, and mediator one. The results showed that I regulate the activities; sometimes I give instructions, and present the topic. I give more priority to grammar than conversation.

All in all, every instrument reflected to some aspects that I need to change to improve my practices. Some of them through literature review; others through students and peer evaluation to achieve. The categories analyzed in every instrument permit to establish the connection between them as shown in Appendix 3. On Table 2 how the categories are connected, how some of them are associated to each other or they are cause for a particular category, and others are part of a certain one.

Table 2.

Categories and Connections.

Category	Connection	Category
Affective factor: Motivation	is associated to	Participation
		Methodology: Strategy: Invitation to participate
Affective factor: Self-confidence	is cause of	Learning
Learning	is associated to	Participation
		Student use of language
Methodology: Positive evaluation	is associated to	Interaction
Methodology: Negative evaluation	is associated to	Student use of language
Methodology: Strategy: Role-play	is cause of	Student use of language
Methodology: Strategy: Use of question	is part of	Scaffolding
	is cause of	
Methodology: Strategy: Modeling	is part of	Scaffolding
	is cause of	
Methodology: Control learning	is part of	Scaffolding
Student use of language	is part of	Participation: Control
Interaction	is cause of	Classroom management: Classroom routine
	is associated to	Classroom management: Control-Discipline

These categories are presented in the class observation, students' journals and interview, some of them are not in them, but are connected between them. These connections can permit to continue with a deeper analysis of these categories in order to continue improving my teacher professional development and my level of reflection and as diagnosis phase of a future action research work. As a result, I can infer that there are aspects that influence teaching and learning process development. Although, I regulate the teaching and learning process, for me the participation of the learners is important. A participation that can be mediated by me or peer students to achieve the goal.

4.6. Level of reflection

At this point of analysis and taking into account my research objectives, I needed to determine my level of reflection about them. According to Zwozdiak-Myers' (2012) levels of reflection, I am in a descriptive level. During the analysis of my class observations and my writing journal, I focused on a reflective practice which turned around a descriptive reflection about what is happening during my teaching, what aspects were crucial and effective for me as teacher and for students. Also, the interviews, students' journals and the document analysis permitted to me to identify aspects to reflect around my teaching, learning, and students' affective factors, and how these influence on learners.

Besides, I made a little comparative and critical reflection because I started to evaluate by myself identifying and contrasting my experience, beliefs, theories with other theories and approaches related to teaching and learning English. In spite of that,

I need to continue working on these levels of reflection in order to achieve my goal, improve my teacher professional development. Moreover, I can say that according to Kolb's of Reflection associated to nine dimensions of reflection, I started from my own experience observation. My reflection was focused on the identification of aspects associated to my teaching practice, positive or negative patterns, and aspects to improve. Likewise, I kept in mind aspects associated to students, their participations, their feelings and others that arose during the data analysis, and constituted part of my reflection.

In other words, my level of reflection in order to make this analysis to improve my teaching process and taking into account the dimensions of reflection proposed by Zwozdiak-Myers (2012) involves

- A study about my teaching for personal improvement.
- An evaluation of my teaching through classroom research.
- Link theory with my practice.
- Question my personal theories and beliefs.
- Consider alternative perspectives and possibilities.
- Enhance the quality of my own teaching.
- Continue to improve my own teaching.

CHAPTER 5.

CONCLUSIONS

This chapter constitutes the conclusion of this research work by reviewing the research objectives to give answer to the research question. They are based on data obtained, and the categories of analysis. Classroom management, teaching and learning process, scaffolding, and affective factors, as well as students' perceptions constitute features to improve my personal teaching professional development.

Taking into account the socio-cultural context of this public school, it is necessary that the pedagogical model followed by the institution be reevaluated by the school staff. The main conclusions will be presented bearing in mind the research objectives:

Describe my teaching practice

- ✓ As teacher I focused my class on grammar. I need to read about skills, tasks, test, and cooperative learning in order to improve my teaching and students learning.
- ✓ Activities that I proposed to students limit them only to grammatical structures and use of vocabularies learnt previously.
- ✓ Questions are used as strategy to promote students' participation.
- ✓ Use of examples, drawings, role play, and modeling helped students to understand the class.
- ✓ Explanations and my attitude to explain the class influence on students learning.
- ✓ Presentation of topic is important in order to focus the students in the activities to do during the class.

- ✓ There is a classroom ritual. A first moment of contact to pray and to organize classroom and students.

Identify the students' perception about my teaching practice

- ✓ Students like the activities proposed, but some of them prefer to develop the class activities alone.
- ✓ Students like the way I explain the topics or activities.
- ✓ Students' participation depends on their motivation, and types of activities.
- ✓ Students are able to develop activities or answer question when the teacher gives them support.

- ✓ Some students require more support than others.

- ✓ The teacher is someone to explain what students do not understand.

Students perceive me as someone able to help them to understand and to speak in English. Teacher constitutes a mediator in the learning process.

This depends on the type of instruction given to student. As teacher I need to look for strategies that permit students to understand and learn effectively.

- ✓ Teacher is someone that knows the subject and teaches new words. It is necessary to continue studying English, its methods, the strategies, and the materials to teach it better, and make changes. I need to focus not only on teaching grammar but to develop and empower the other skills: Reading, writing, listening, and speaking.

- ✓ Teacher is someone accessible and respectful. Someone who is willing to explain when you do not understand any activity. Teacher personality constitutes an aspect that influence on students. A motivated teacher makes their students also feel the same way to attend the English class (Scott, 2009).

Determine the impact of my teaching practice on students.

- ✓ Students want to follow teacher as a model. Some of them want to be an English teacher as I am; others want to travel, to go to university and continue to study this language.
- ✓ Students learn in different ways to gather information and process it either for solving problem or articulating the knowledge with students' discoveries through the process.
- ✓ The activities provide student several opportunities to enhance their learning by the use of concepts in other types of activities. Some activities are very easy to perform for them.
- ✓ The participation of the students depends on what they have learned. They make mistakes but students continue on the way of learning.
- ✓ Students consider that classes and activities are important for their life.
- ✓ Activities are part of class development. For students are important to be in the class top.

- ✓ During the classes development there are some learners using the foreign language.

Determine the level of reflection about teaching and learning processes in my class.

- ✓ I am capable to describe my teaching practices, and evaluate what is happening during this process. This descriptive reflection permitted to analyze and make evaluation about my classes, how I conduct the teaching process. Through this analysis my teacher professional development have been improved because I gained experience.
- ✓ Through this exercise of reflection, I did a teacher professional development process similar to Glatthorn (1995) described.
- ✓ The reflection about teaching practice requires more exercise to obtain experience. Based on theories and approaches to teach English as a foreign language, and evaluating my previous and future experiences I can achieve the other levels of reflection (Zwozdiak-Myers, 2012; Shulman, 1987).
- ✓ The critical level of reflection I achieved and I want to continue improving through reading, connecting my practice with theory about teaching and learning.
- ✓ I focused on doing a description of what is happening, the students' answers or performance/participation, and doing reflection in action, observing myself and writing notes immediately on completion of the session. These

aspects are important to make changes in my practice, and in this way associated to my teacher professional development to be a best teacher.

- ✓ In order to achieve the all stages from the levels of reflection, I need to keep in mind students' needs and constraints to select the content of the subject, the approach, the type of the activities that permit students engage in the classes, and what they learn (Zwozdiak-Myers, 2012).
- ✓ Affective factors, the context itself also are important, and influence students' learning process (Fatemi, Shirvan, & Rezvani, 2011). These aspects permit to reflect around specific topics that influence or affect the students learning process.

5.1 Impact of the Study

The changes in education demand more reflective teachers: Professionals able to appropriate their role, and having epistemological knowledge of the subject that they teach. This type of inquiry can be useful to teachers that belong to Decree 1278 because they constantly need to improve their teaching practices. Besides, through self-reflection about this process, teachers can understand what is happening inside students, classrooms, and school processes.

This autoethnography permitted me to know and internalize some assumptions about different concepts related to teaching and learning process. The analysis of the instruments permits to continue the transformative cycle alternating the theory and practice in order to improve my teacher professional development. Besides, through

this inquiry I developed my skills as researcher, and I learned about how to collect and analyze data.

By doing this personal research work, I found answers to improve my professional development. This research work permitted me to learn more about students learning styles, language learning and teaching process, and the most important aspect to recognize that as teacher I also mediate the students learning. In this way my teacher professional development is associated to Richards and Lockhart (1996) and Glatthorn (1995) defined. Moreover, I need to modify the lesson plan, and curriculum according to the context, students' needs, likes, and wants.

5.2. Suggestions

Keeping in mind the results obtained, there are some important aspects associated to the teacher reflection process, and they are necessary to understand and to take advantage of this research, from its weaknesses especially.

- ✓ As teachers, we need to take into account the context, students' needs, likes and wants to prepare our classes.
- ✓ We need to guide student learning process.
- ✓ Activities that promote students interaction permit that students support each other's learning.
- ✓ It is very important that students know at the beginning of the program/academic year English class rules.

- ✓ We need to constantly reflect about our job. It is not an easy exercise, but it permits to improve our teacher professional development.
- ✓ During the planning, we should select one or two standards by class period. Grammatical structures should not be above conversation.

5.4. Self-reflection

The main purpose of this inquiry was to improve my teacher professional development through self-reflection about my teaching practices. This exercise permitted to me to identify my strengths and weaknesses. Some initial questions, what kind of teacher am I? Do I permit that students participate in the class? Are the activities that I propose useful or not?, among other questions.

From the analysis process of the data gathered, I need to change some aspects about the content to teach, strategies to use, and materials. Taking into account the type of students, scaffolding is necessary to achieve the goals. The use of questions can be useful to scaffold students, but as teacher I need to make questions that permit students to interact between them. In addition, making better use of questions gives learners the opportunity to answer even if they make mistakes allowing to increase self-confidence and participation, and to motivate students to learn more.

I learned from this research that it is necessary to identify our students' learning style, and they need more interesting. As English teacher, I can use L1 to communicate with my students to support the target language learning. It is not

necessary to follow the text class/lesson plan because this can be modified during class development. Likewise, it is important to present the topic and the objective of the class. Students need to know what they do, learn, and how to use the new knowledge.

Moreover, as English teacher I follow my class script but it is not necessary because during the class some modification can appear depending of class environment or schedule. Academic, practical, technical, personal and critical inquiry orientations permit to improve my teaching development process because everyone requires from me responsibility, preparation level to give interesting and meaningful classes for my students in every session.

As teacher researcher, I can conclude that we as teachers of language require more training, and reflection about our job. This is a practice that requires a lot of time, responsibility, and creativity to produce positive impact on students. To continue improving my professional development, the exploration and observation of the work of other colleagues, the reading and doing new research about teaching a foreign language in contexts where ZPD, and the term scaffolding constitute fundamental elements to understand and reflect about my own practices.

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APPENDIX 1

Transcripts of observations

This appendix contains the transcriptions of the classroom observations. They have been placed keeping in mind the date of the class.

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Class observation 1

Colegio XXX

Teacher: Isbelia Mejía Cordero

Observer: Isbelia Mejía Cordero

Date: 09/02/2015

Topic: review of personal presentation

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher: T

Student: S

Several students at the same time: Ss

			Comments	Category
		<i>(Some students are moving their chairs while the teacher organizes some papers. Each strip of paper has written a related word to the theme to develop. The teacher says the name of a student (K). Others are looking for their notebooks. It is the second hour, the teacher is waiting for the rest and the class starts at 8:15 a.m.</i>	Presentación del tema Es estrategia metodológica pero sirve para controlar	Strategy Macrocategory: Methodology

1	T	<p><i>The teacher organizes the students, and tells them what the topic today is).</i></p> <p>[...] class today, our activity let's review the personal presentation, the identification card (<i>the teacher uses her hand to show that H, one of the student takes off his cap, there are some girls playing with their notebooks near to the teacher</i>) and on these papers there are words about identification card.</p> <p>This is talk about another person. These are some information about this person.</p> <p>Who wants to participate?</p>	<p>Explica material Va hacia el aprendizaje</p> <p>No es de corte cognitivo. Invitation</p> <p>Regulative instruction Invitation to participate</p>	<p>Material use</p> <p>Teacher mediation</p> <p>Affective factor-motivation.</p>
2	S1	J,		
3	T	Who?... Who wants who wants to participate?	Invitation to participate	Affective factor-motivation.
4	S	Loco		
5	T	<p><i>(The teacher shows the papers, and move around the classroom chair by chair waiting for students choose one paper. The teacher raises her hand to show the way to take part of the activity. The teacher moves to the student who raises his/her hand).</i></p> <p>You take one paper! Take one paper! Whatever takes one, yes, take one, you! Ok. You paste there on the board. Paste on the board.</p> <p>Who wants...?</p>	<p>Regulative Instruction as cognitive strategy</p> <p>Invitation</p>	Learning

		(another student raises his hand, and the teacher moves to him)		Affective factor-motivation
6	T	Takes one! <i>(The first student is trying to paste the paper on the board, while other two students go to the board too. The teacher continues given to other students the rest of the papers. She moves to the board too, and guide the students how to paste. The rest of the class observe what is happening on the board)</i>	Attention Instructional	Teacher mediation
	T	Who wants to take one? <i>(The teacher moves to student has his/her hand raises. A girl stands up and follow the teacher to take one paper)</i> Takes one	Motivation	Affective factor
	T	[...]Here! Takes one!		
	T	Who? <i>(while the teacher moves to student who has his/her hand raise, a girl stands up and give her notebook to another girl, a boy arrives to these girls and speak with them, the teacher continues giving the papers to other students)</i>		
	T	Who wants? No more?...Who wants to take one?	Democratic Invitation	Motivation
	T	Who take it? Who take it? I want more <i>(the teacher has papers on her hands, and continues asking)</i>		
	T	Ok...Take one		
	T	Take one who wants [...]		
	T	Whatever...take one [...]		
	T	Ok. I have one <i>(the teacher has only one paper on her hand)</i>		
7	S2	Seño, ya todos pasaron! <i>(Everyone paste on the board one or two papers. While students finish this part of the activity another group of three students are speaking on their chairs)</i>	Motivation	Affective factor
8	T	Ok. No more. This is? Ready!		
9	T	Ok. I have [...] about what is about? This is about attitudes or identification card. What is about?	Pregunta retórica, puede servir de andamiaje. El andamiaje puede llevar a que el estudiante busque la respuesta	Strategy: use of question Teacher mediation

10	S1	Identification card <i>(It is pronounced as it is written)</i>	R	
11	T	<i>(the teacher checks the pronunciation)</i> Identification card	Negative evaluation E	
12	T	What is...?		
13	S1	Mira eso!... muy bajita ay Dios mío! Yo pegué [...]		
14	T	I need to put in order!	Order Invitation Regulative Instruction	Control
15	S3	Seño [...]		
16	T	I need to put in order!		
17	S1	Ajo señooo!		
18	T	How do you put in order? <i>(the teacher moves their hands to explain what students need to do)</i>	Invitation. Indirect question I Display of previous knowledge	
19	S1	Name, name, name!	R	
20	T	What is the first word?	Activity, step by step I Question to evaluate Ss. El estudiante sabe andamiaje bien llevado.	Methodology
21	Ss	name, name	R	
22	T	Name? Are you sure? Identification, [...]twenty years old, telephone, card, name, identification and shshshs <i>(the teacher reads the words that are pasted on the board)</i>	Negative evaluation I	Scaffolding
23	S4	Identification <i>(the student says the word as it is written)</i>	R	
24	S1	Identification <i>(the student says the word as it is written)</i>	R	
25	T	Identification? <i>(the teacher checks the spelling word)</i>	Negative evaluation E	
26	T	Identification <i>(the teacher pronounces the work as the student did)</i>	E	
27	S5	Aidentification		
28	T	Identification! Good! This is the first! Here <i>(a student pastes the first word)</i>	Explicit Positive evaluation	

29	S1	A card		
30	T	What is the second? <i>(the teacher organizes the papers placed to put them in order)</i>	Pregunta para ayudar a la actividad I	Class management
31	Ss	An card,	R	
32	T	What is the next?	I	
33	Ss	Card <i>(a student paste the word)</i>	R	
34	T	Card! Come here! Take it!	Explicit Positive evaluation E	
35	S1	No alcanza, no alcanza!		
36	T	Don't worry!	Stimulus. Invitation to continue	Affective factor-self confident
37	S1	Miss, name!		
38	S6	Name!		
39	S7	Ruédalo más pa'llá!		
40	T	[...] oh, right!	Explicit positive evaluation	
	T	What is the next? Name [...] come here! Oh, right! Is...	Teacher guide the activity I	
	T	Samuel David <i>(Teacher pronounces it as in Spanish)</i> , Samuel David <i>(teacher pronounces it correctly)</i> Samuel David that's good!	Positive evaluation	
41	S4	Name	R	
42	T	What is the next?	I	
43	S8	Name! <i>(a student is looking for the answer on the notebooks)</i>	R	
44	T	Last name. Who is? Ok, do it! Very good! And here?	Negative evaluation Teacher gives the correct answer E	Teacher scaffold
45	S1	[...]		
46	T	Sign is?	I	
47	S9	Cuál es tu firma? <i>(a student is explaining to other how to complete her checking card)</i>	R	
48	T	Pay attention!	Control: discipline	Classroom

				management
	T	What is the next?	I	
49	S8	School!	R	
50	T	School? Remington School!	Negative evaluation E	
51	Ss	An age (<i>student pronounces as in Spanish</i>)		
52	T	What is?	Negative evaluation I	
53	Ss	Age!	R	
54	T	No!	Negative evaluation E	
55	Ss	Age!		
56	T	Age? (<i>as reading in Spanish</i>) How do you say the sound of letter "A"? What is the sound of letter A?	Negative evaluation I Andamiaje para buscar la respuesta	
57	Ss	Ei!	R	
58	T	Aja! (<i>Teacher reinforces the students answer</i>) how do you say this? (<i>The teacher shows the word to pronounce</i>).	Evaluación motivación contra respuesta E	
	T	Age! Ok. (<i>teacher reinforces the correct pronounce of age</i>)		
	T	What is age? What is age?	I	
59	S9	[...]		
60	T	Noooo! What is age?	Negative evaluation	
61	Ss	[...] (<i>a girl is trying to find the correct word to match with this</i>)		
62	T	What is age? What is age?	I	
63	Ss	[...]	R	
64	T	Aja!	Positive evaluation E	
65	Ss	Years!		
66	T	Yes, twenty years old!	Positive evaluation	
	T	[...]		

	T	Age! This is an answer age: twenty years old!	Ejemplo es un andamiaje	
67	S7	Ahí qué dice?		
68	T	Age: twenty years old!		scaffolding
69	S7	[...]		
70	S1	Number!	R	
71	T	[...]		
72	Ss	Address!	R	
73	T	Ok. Go!	Positive evaluation E	
	T	Ah! Ok		
	T	The next word!		
74	Ss	Number		
75	T	Number?	Negative evaluation	
76	S9	Telephone	R	
77	T	Telephone...number. Let's do it! Ok.	Negative evaluation Positive evaluation E	
78	S10	Qué escándalo! <i>(students express that because of the other teacher voice from other classroom is so high)</i>		
79	T	Ah number! What is it?	Pidiendo ejemplo de número	Teacher mediation
80	S1	Zero		
81	T	Ok. What is it M? <i>(the girl put the answer)</i>	Positive learning evaluation E	
	T	Yes. Ahhh ok ok. Wait a minute!		
	T	Yes, yes telephone number. That's good!		
	T	What is the next? What is the next?		Scaffolding
82	S10	Lauyer	R	
83	T	Ok. Yes, job, job. Do you know what is job? Job is the occupation.	Rhetoric question E I	

84	T	The occupation is...	Andamiaje	
85	S11	Lawyer	R	
86	T	And the last one is... <i>(The teacher asks about the missing word to complete the chart, and helps the student to put in the correct place)</i>		
87	S11	[...]		
88	T	The last one here, here! <i>(students are putting in order the words to complete the chart)</i>		
89	S8	Here!	R	
90	T	That's good! Very good! What did you do? You write or you put in order? What did you do?	Andamiaje E	
91	Ss	Put in order!		
92	T	Yes. This is the activity today!	E	
	T	What number is this activity?		
	T	This activity is number...		
93	Ss	Two	R	
94	T	Two	E	
95	S1	Miss tengo que copiar eso?		
96	T	Ok. Put in order! Put in order! Yes or no?		
97	Ss	[...]	R	
98	T	Yes. Do it!	E	
99	S1	Seño con el nombre de uno?		
100	T	Noo	Negative evaluation E	
101	S1	Como está ahí?		
102	T	Samuel David...[...]Yes, that's ok.		
	T	This identification card is for you or is for Samuel David?		
103	S1	Cómo?	Andamiaje pregunta puntual	

104	T	Who is the owner? This identification card is... what person is this?	Andamiaje pregunta puntual	
105	S12	Samuel	R	
106	T	Samuel, yes.	E	
	T	What is the last name of Samuel?	Andamiaje pregunta puntual	Scaffolding
	T	Last name?	I	
107	Ss	[...]	R	
108	T	What is the age?	Andamiaje pregunta puntual I	
109	S1	Dengers ol	R	
110	Ss.	Twenty years old!	R	
111	T	Where does he live?	Andamiaje pregunta puntual I	
112	Ss	One, three, two, eight, one [...]	R	
113	T	Yes, that's good!	Positive evaluation E	
	T	What is his telephone number?	Andamiaje pregunta puntual I	
114	S1	Zero	R	
115	T	Ok.	Positive evaluation E	
116	Ss	nine, five		
117	T	Ok		
118	Ss	five, three, two, seven, four, one, five, six		
119	T	Good!		
	T	What is his job? What is his occupation?	I	
120	S1	Lauler,	R	
121	Ss	lawyer!	R	
122	T	He is a lawyer!	Reaffirms answer E	
	T	Lawyer?		

123	S10	Cómo?		
124	T	Excuse me?	I	
125	S1.	La firma	R	
126	T	Nooo, lawyer!	Negative evaluation E	
	T	<i>(The teacher writes on the board "court" to explain what is lawyer) is the court, court, court, no? for example[...] a robber ahhhh come here I'm a police, the police! Let's go! (the teacher takes the student hand as a police catches a robber) I'm a police, let's go to the court!</i>	The teacher explains through role-play. Andamiaje	Strategy: Scaffolding Teacher mediation
	T	You need a lawyer! <i>(teacher continues making representations to explain what is lawyer taking some books)</i>		
127	Ss	[...]		
128	T	I'm a lawyer!		
129	S1	Fiscalía		
	S1	Abogado		
130	Ss	[...]		
131	T	Yes, good!	Explicit positive evaluation	
132	S1	Cómo? ...		
133	T	Lawyer		
134	S1	Seño, yo le dije abogado...		
135	T	Yes, excuse me! I can't listen you! Ok. That's good!		Affective factor: Self-confident
	T	The second point is to match [...]		
136	S3	[...]		
137	T	Yes	Positive evaluation	
		<i>(the teacher writes on the board some words to spell)</i>		
138	S11	<i>[...] (the student stands up to go near to the teacher to ask something about the activity, and with her pencil shows to the teacher the way to do the activity)</i>		

139	T	Yes.	Positive evaluation	
		<i>(The teacher explains the activity). [...] find the spell ,and here are the words, and you need to match</i>		
140	S1	[...]		
141	T	Yes.	Positive evaluation	
142	S1	Four		
143	T	Where? No, there are five. One, two, three, four, five <i>(The teacher verifies to students the number of words, and read them). Job, name, age, [...], sign.</i>	I	
144	S1	Seño	R	
145	T	Yes, of course! Because you need to match (, <i>the students do the activity and the teacher checks them, the class was over at 9:10)</i>	Positive evaluation E	

Class observation 2

Colegio XXX

Teacher: Isbelia Mejía Cordero

Observer: Isbelia Mejía Cordero

Date: 27/02/2015

Topic: Feelings.

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher: T

Student: S

Several students at the same time: Ss

(It is 8:15 a.m, and the teacher begins the class. The students are sitting in their chairs)

			Comments	Category
1	T	Hi, everybody! Good morning, everybody!	Iniciación- saludo class routine	Classroom management
2	Ss	Good morning, teacher!	R	
3	T	<i>(The teacher draws some circles on the board, and adds them some face expressions in the first one. The students today will use their</i>		Methodology Use of

		<i>dictionary. It has some pages with some face pictures)</i> Today, you use your dictionary to help you to understand different ways to answer according your feeling. Ahhhhh, how do you feel today?	I	materials
4	S1	Happy, happy!	R	
5	T	I feel, I feel	Andamiaje. Prima lo gramatical. Tiene que ver con evaluación E	Scaffolding Control: aprendizaje. Methodo logy: cómo lo debe decir-evaluation.
6	S2	I feel		
7	T	Sick! What else do you see?	I	Microcatego ry: participation
8	S3	<i>(A student rises his hand to participate, but speaks shyly) [...]</i>	R	
9	T	What else?	I	invitation
10	S4	Innocent!	R	
11	T	Ahh, <i>(the teacher pronounce with surprise, and draws the expression that student says in the circle)</i> how do you feel? How do you feel?	E+	Control
		I feel...	Andamiaje de control	Scaffolding
12	S5	Innocent!		
13	T	That's good! What is another? <i>(while teacher is asking, and drawing on the board the faces, students also do it)</i>	Explicit positive evaluation E	Invitation to participate.
		I feel...	Andamiaje	Regulative scaffolding
14	S5	Seño eso va en libreta?		
15	T	Portfolio!	Negative evaluation of vocabulary E	
16	S4	Ahhh, portafolio!		
17	T	[...] What else do you know? <i>(students continue looking images that expresses different feeling, and this permit to take part in the class)</i>	I	Invitation

18	S1	I feel...	R	
20	S6	[...]	R	
21	T	How do you feel today?	I	
22	S7	I feel happy and sick!	R	
23	T	Ok.	Positive evaluation E	
24	S5	So, so!	R	
25	S8	Innocent!	R	
26	T	Innocent! Ok, D!	Positive evaluation E	
27	S9	K, natchu meet you! K, natchu meet you!		
28	T	Oh right! <i>(The teacher continues asking, and drawing on the board according student response)</i> how do you feel today?	Positive evaluation E	
29	S4	I so, so! So. So!		
30	T	How do you feel today?	Negative evaluation E	Control
31	Ss	So, so!		
32	S4	So, so!		
33	T	So, so! Ok. [...] Maybe that. <i>(The teacher says this expression because she is trying to draw the expression that the student says)</i>	Positive evaluation E	
34	S10	Oye, pero hazme el favor y eso no es para poner los pies!		
35	T	How do you feel today? You?	I	Control: discipline
36	S11	Nice!		
37	S12	Curach!		
38	T	Courageous! <i>(the teacher checks the spelling)</i>	Negative evaluation E	
39	S13	Good!	R	
40	S7	Good!	R	
40	T	Good, I feel good! <i>(the teacher repeats the student's answer, and continues asking)</i> How do you feel today?	Positive evaluation. Clarification E	
41	S14	Miss...		
42	Ss	[...]		
43	S14	Sad!		

44	T	Oh, right! Yes, I feel sad! <i>(the teacher draws the expression, and students continue drawing too)</i>	Positive evaluation	
		How do you feel today?	I	
45	S1	I feel Angry!	R	
46	T	Angry!	Negative evaluation	E
		How do you feel today? You [...] another, no? <i>(the teacher draws a face on the board)</i>		
47	S11	Araajo, cule e'poco!		
48	T	How do you say?	I	Invitation to participate
49	S15	I feel [...]	R	
50	T	[...] on your dictionary!		
		I feel... your dictionary! Where is your dictionary?		Control: discipline
		What do you say?	Pregunta de confirmación	
51	S1	Surprise!		
52	T	Surprise! <i>(the teacher repeats student's answer, and draws a face on the board)</i>	Positive evaluation	E
53	S16	Surprise!		
54	T	Confident or confuse?		Invitation to participate
55	S17	Confident!		
56	T	Confident! <i>(the teacher affirms the student's answer)</i>	Positive evaluation	E
57	S18	¿El Viernes no nos mandaron a hacer nada?		
58	T	I feel...	Scaffolding	learning Control: regulative
59	S14	Confident!		
60	S16	Seño otra! Mischievous!		
61	T	<i>(The teacher writes on the board the feeling that student says, and draws it) Mischievous!</i>		
62	S13	Yuhooo! <i>(The student celebrates her answer)</i>		Affective factor: self-confident

63	T	Yes? (<i>the teacher looks for her drawing approbation</i>)		Motivation
64	S17	Seño le tengo otra! Mad!		
65	T	Mischievous! [...] Mad, yes!		
66	S19	I feel sick!		
67	T	Ok. I feel mad! What else?	Positive evaluation E	Invitation to participate
68	Ss	[...]		
69	T	I feel..., I feel smily!		
70	S14	I feel smily! (<i>A student repeats the answer</i>)		
71	T	[...]How do you feel today? How do you feel today?		
72	S18	I feel [...]		
73	T	Good!		
<p>(<i>The topic class finished with the student's answer evaluation by the teacher. The teacher checks students' portfolio to see their feelings faces. The students continue working on their portfolio because they have finished yet. Teacher takes advantage to check other students' activities one by one from their notebooks and portfolio. The class over at 9:10</i>)</p>				

Class observation 3

Colegio XXX

Teacher: Isbelia Mejía Cordero

Observer: Isbelia Mejía Cordero

Date: 27/02/2015

Topic: review of personal presentation and feelings. The alphabet

Conventions:

Observer's comments: (*italics and between brackets*)

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher: T

Student: S

Several students at the same time: Ss

(*Some students are feeling shyly because the class is being recorded. It is the third hour, 8:15 a.m.*)

			Comments	Category
1	T	Good morning! (<i>the teacher is enthusiastic</i>)	Class routine: greeting	

2	Ss	Good morning, teacher! <i>(Some students stand up as a sign of respect to the teacher's greeting.)</i>	Class routine: greeting	
3	T	How are you today? (students are lost about the question, only some of them answer)	Class routine: greeting	
		[...] happy. <i>(the teacher repeats students answer)</i> What's your name? What is your name?		
4	Ss	What is your name?		
5	T	<i>(The teacher makes a review about the presentation topic. The teacher moves to student to start the review).</i> Hi, L! This is G. C.		Micro: modeling Macro: methodology: strategy: teaching
6	S1	[...] <i>(the student is thinking about how to answer)</i>		
7	T	<i>(The teacher shows to the student his classmate. The teacher uses her hands to do it).</i> This is G. C. Hey! How do you feel today?	No hay pregunta se solicita que haga lo mismo que la profesora	Learning: Regulative instruction
	T	<i>(the teacher moves to other student chair and continue asking)</i> Hello, [...] good morning! What's your name? What's your name?	I	
	T	My name is...	Andamiaje	Scaffolding
8	S2	L	R	
9	T	<i>(the teacher moves to student more closely because she can listen her)</i> What's your name? What's your name?	Teacher mediation I	Scaffolding
10	S2	[...]		
11	T	My name is...my name is.. <i>(the teacher repeats the expression to the student to make the repetition)</i>	Negative evaluation Andamiaje E	scaffolding
12	S2	My name is L	R	
13	T	Nice to meet you!, L! This is O <i>(the teacher moves her head waiting the student's answer. A student arrives late to the class)</i>	Modeling I	
14	S3	Glad to meet you! <i>(other students are paying attention to student's answer, waiting his/her turn)</i>	R	
15	T	Glad to meet you! O., how do you feel today?	Para que hable el estudiante. Refuerzo trigger. Positive evaluation E I	Methodology
16	S4	I feel nervous!	R	

17	T	That's good!	Explicit positive evaluation E	
	T	<i>(The teacher continues moving to every student pair chair, other student arrives late to the class)</i>		
18	S3	Míralo está fuera!		
19	T	[...] D. This is D. S! <i>(The teacher moves her hands to elicit the student's answer. Other students are checking about the topic in their notebooks to complete it)</i>	I	
20	S5	Nice to meet you!		
21	T	How do you feel today D?	Teacher is involved in the dialogue I	
22	S5	I feel [...] <i>(here are a lot of noises in the classroom: fans, students outside, some students in the class, and others)</i>	R	
23	T	What's your name? <i>(the teacher moves to another pair students)</i>	I	
24	S6	<i>(the student leans back in her chair)</i>		
25	T	[...] <i>(the teacher continues asking the same question and expressions)</i>		
	T	[...] L. G. what is his name? <i>(the teacher shows to the student who needs to present)</i>		
26	S3	Innocent	R	
27	T	His name his name is [...]	Andamiaje E	Scaffolding
28	S3	Sale la cámara. Va a salir va a salir ayyy ya salió		
29	S9	His name is [...]		
30	T	Well!	Positive evaluation E	
31	T	Good morning! <i>(the teacher moves to other student. She emphasizes the greeting to catch student's attention)</i> What's your name?	Greeting I	
32	S3	Un saludo a la cámara!		
33	S10	<i>(the student smile and moves her hand)</i>		
34	S11	<i>(The student smiles shyly)</i>		
35	T	R, what is her name?	I	
	T	What is her name? What is your name? <i>(the teacher asks to the new student because R does not know the name of the student)</i>	Intervención. La profesora no dejó que fluyera la conversación.	Control
36	S12	M.	R	
37	T	Her name... her name is...	Intervención del docente no	

			dejó que se diera la comunicación	
38	S11	Her name is M	R	
39	T	Yes, that's good!	Positive evaluation E	
	T	What's your name?	I	
40	S13	My name is A.	R	
41	T	A, How do you feel today?		Learning Control
42	S13	[...] fantastic!	R	
43	T	I feel...	Negative evaluation E	Control: use of grammar
44	S3	Fantastic	R	
45	T	What is his name?		
46	S13	His name is J. C.	R	
47	T	Yes, very good!	Positive evaluation E	
	T	Helloo! <i>(the teacher emphasizes the greeting. The teacher)</i> What's your name?		
48	S14	<i>(the student smiles shyly, hides her head)</i>		
49	T	What's your name? What's your name?		
	T	What is your name? <i>(The teacher claps as a sign of surprise because the student does not respond)</i>	Negative evaluation E	
50	S15	K!	R	
51	S14	[...]		
52	T	<i>(The teacher moves her hands to help her student to remember how to answer)</i> what's your name?	Teacher mediation	scaffolding
53	S14	My name is K.	R	
54	T	<i>(The teacher moves her head to nod the student's answer)</i> Very good K!	Positive evaluation E	
	T	What is his name? <i>(The teacher moves her hand to indicate the student to introduce)</i>		
	T	<i>(The teacher helps the student to introduce her classmate).</i> His name is Carlos.	Teacher mediation	scaffolding
55	S14	His name is C.	R	
56	S15	<i>(There are students that want to catch teacher's attention because a student wants to participate).</i> Yo		Affective factor: self-confident
57	T	O.K. you! <i>(The teacher moves to the student).</i> Good morning!		Strategy: control participation
58	S15	Good morning!	R	
59	T	What's your name?		

60	S15	My name is M! <i>(There is a student that says the teacher's answer)</i>	R	
61	T	Nice to meet you M! What ...is his name? <i>(The teacher moves to the student that the girl has to introduce).</i>		
62	S15	[...]		
63	T	<i>(The teacher moves her hand waiting for the student's answer).</i> Ahhhh, What is the question? What is the question? M! What's, What is your name?		
64	S15	<i>(The teacher moves her hand waiting for the student's question, and show the student who will answer).</i> What's your name?		
65	S16	<i>(The teacher moves her hand to indicate to the student that needs to answer girl's question).</i> [...]		
66	T	Ok. So, What is his name?	Teacher mediation	
67	S15	[...]		
68	T	His name is		Scaffolding
69	S15	[...]		
70	T	[...] how do you feel today, C?		
71	S16	[...] <i>(The teacher moves her hand to indicate to the student that needs to answer question, the student smiles shyly).</i>		
72	T	How do you feel today? How do you feel today? <i>(The teacher moves her hand to indicate to the student that needs to answer the question).</i>	Teacher mediation	
73	S16	[...]		
74	T	Angry! I feel angry! <i>(The teacher continues moving and asking).</i> Good morning!, how are you?	Negative evaluation	
75	S17	[...]		
76	T	I feel...		Scaffolding
77	S17	[...]		
78	T	Ok. M, what is their names? <i>(The teacher moves her hand to show the new students to introduce- teacher has a mistake)</i> Their names <i>(the teacher continues moving her hand to show the students)</i> What are their names?	Positive evaluation	
79	S17	[...]		
80	T	<i>(the teacher helps the student to answer)</i> Their names are...	Teacher mediation	Scaffolding
81	S17	B and...	R	
82	T	And... K?, K <i>(the teacher approves the answer with her head)</i> Yes	Positive evaluation	
	T	How do you feel today? How do you feel today?		
83	S18	<i>(Other student answer)</i> I feel happy.	R	

84	S19	[...] I feel [...]	R	
85	T	I feel		Scaffolding reinforcing
86	S19	[...]		
87	T	I feel [...]		Control learning
	T	What is his name? (<i>the teacher show with her hand the student to introduce</i>) what's your name? (<i>the teacher with her hand indicates to student that ask him</i>)	Andamiaje de control	scaffolding
88	S20	(the student smile shyly, and he scratches his head) [...]		
89	T	(the teacher continues using her hands to help students to answer)	Teacher mediation	
	T	How do you feel today?	I	Control learning
90	S21	I feel excellent!	R	
91	T	Ok, D, what is her name? What is her name? (the teacher continues using her hands to help students to answer)	Positive evaluation	
92	S22	Her name is L!	R	
93	T	L, that's good! What is his name?	Explicit positive evaluation E I	
94	S23	[...]		
95	T	His name is	Andamiaje	scaffolding
96	S23	His name is [...]	R	
97	T	Yes, that's good! (<i>the teacher looks some tools in her bag, and makes new questions</i>) Who's this market?	Positive evaluation Teacher mediation	Scaffolding
98	S24	[...]		
99	T	Yes, that good! (<i>The teacher shows a pen, and ask</i>) who's this pen?	Positive evaluation E I	Methodology Use of materials
100	S19	Lapicero	R	
101	T	(<i>the teacher shows the student as the pen owner</i>)		
102	S21	His pen!	R	
103	T	Yes, his pen! (<i>the teacher points her finger at who gave the answer and reaffirms it</i>)	Positive evaluation E	
104	T	Who's this notebook? (<i>the teacher shows the object</i>)	I	Methodology Use of materials
105	S26	Her notebook!	R	
106	T	Yes.	Positive	

			explicit evaluation E	
107	T	Who's this module?	I	Methodology Use of materials
108	Ss	His module!	R	
109	T	Yes, who's this notebook? <i>(the teacher continues moving and asking around the classroom)</i>	Positive evaluation use of question to evaluate I	Scaffolding
110	S21	His notebook! (Other students are paying attention to the teacher and students answers)	R	
111	T	Ok. Who's this schoolbag?	Positive explicit evaluation structure reinforcing I	Strategy: use of question
112	Ss	His schoolbag!	R	
113	T	Is this your market? <i>(the teacher changes the question form)</i> Is this your market? <i>(the teacher shows the market and the student who belongs it)</i>		Scaffolding
114	S26	<i>(the teacher states herself)</i> My market!	R	
115	T	Yes.	Explicit positive evaluation E	
116	S15	It's my market!	R	
117	T	Is this his notebook?	I	Strategy: Use of question
118	S27	Ese es ...	R	
119	T	Is this his notebook? Yes, his notebook!		Strategy: Use of question
	T	<i>(The teacher writes on the board)</i> my question today is ...how do you spell your name? How do you spell your name? <i>(the teacher writes a name on the board)</i>	Introduction of structure studied	
120	Ss	/ci/	R	
121	T	How do you spell your name? For example, <i>(the teacher presents an example to explain the expression, she uses her hand as a phone)</i> when you call good morning, hello! This is Isbelia Mejía. The other person says: excuse me! Isbelia Mejía. The other person say, how do you spell your name?, and I say /ai/ /es//bi/ /i/ /el/ /ai/ /ei/, yes? So, how do you spell your name? To spell your name you need [...]	Andamiaje I	Strategy: role-play
122	Ss	In my [...]	R	

123	T	So, what are the sounds?	Question to confirm E I	Scaffolding
124	Ss	/ei/ /i/ /ai/ /ou/ /iu/ (the teacher writes the vowels sounds)	R	
125	T	And the consonants?	Use of question to confirm knowledge	Scaffolding
126	Ss	[...]		
127	T	(the teacher writes on the board the letters, and say the sound)	Teacher mediation	
128	Ss	[...] a e i o u (the students say the sound of the vowels)	R	
129	S28	K qué estás haciendo? K qué estás haciendo? Estás haciendo la tarea de ayer. Se está copiando seño. Uyyy qué letra! Glad to meet you!		
130	S21	Seño, eso va en la libreta? (the teacher continues writing the consonants)		
131	S29	Seño, eso es en la libreta?		
132	S28	Ay no yo ahora lo paso!		
133	T	Ok, D, how do you spell your name? How do you spell your name?	structure reinforcement to teach	
134	S29	(the student is thinking)		
135	T	Your name...	Andamiaje de control	Scaffolding
136	S29	/di/ (the teacher writes the sounds that the student says)/ei/ /ar/ /el//ai/ /es/	R	
137	T	G, G! How do you spell her name? (the teacher shows what the student's name need to spell)		Class management
138	S15	D!	R	
139	T	How do you spell her name?		Control
140	S30	[...]		
141	T	Yes. (the teacher validates the response nodding her head) Alvaro, how do you spell her name? (the teacher continues moving around the classroom and asking students)	Positive evaluation	
142	S19	(the student repeats the sounds, he thought that was not his turn) /di//ei//ar/ /el//ai//es/	R	
143	T	How do you spell your name?		Strategy: use of question
144	S31	[...]		
145	T	Ok. (The teacher shows the board to help the student with the information to answer)	Positive evaluation	Scaffolding
146	S31	[...]		

147	T	Ok, <i>(the student continues spelling his name)</i> ok. A... A? Anthony, ok. How do you spell his name? His name is Luis <i>(the teacher says the student's name)</i>	Positive evaluation	Scaffolding
148	S19	Pay attention!	R	Control
149	S32	<i>(the student looks on the board to spell the name)</i> /el/	R	
150	S19	Mirando el abecedario, no te lo sabes!	R	
151	T	Hey..., wait! <i>(Professor catches student's attention to respect their classmate intervention)</i>		Classroom management discipline
152	S33	/el//iu//ai//es/	R	
153	S32	/el//iu//ai//is//es//ai//es//es/	R	
154	T	Ok. /es//es/ That's ok! Take this, please!	Positive evaluation	
155	S34	B, how do you spell K's name? How do you spell K? How do you spell K?	Interaction	Sel-confident Use of language
156	S35	[...] <i>(the student smiles shyly, and moves his pencil to indicate that he does not want to say nothing)</i>		Affective factor
157	S36	/kei/	R	
158	T	/kei/ ok.	Positive evaluation	
159	S36	/ei/	R	
160	T	/ei/? /ei/? <i>(the teacher repeats the sound to make student check his mistake)</i>	Negative evaluation	
161	S36	/i//vi/	R	
162	Ss	/ai/	R	
163	S37	Seño [...]		
164	S38	Seño, están pegando		
165	S39	See you tomorrow!		
166	S36	Espérense hombe, <i>(the student smiles, and moves his pencil to indicate his reading)</i>		Self- confident
167	Ss	/en/ /en/ <i>(the students are desperate because the other student does not say the answer quickly)</i> /en/ pelao!		Motivation Control Reinforcing structure
168	S36	/en/ la estaba buscando allá arriba ve.		Self- confident
169	T	Ch, how do you spell his name? How do you spell his name?		Control participation
170	S40	/i/		
171	T	/i/	Positive evaluation	
172	S40	/i/		
173	T	/i/		

174	S16	Ch, Ch, mira pa'ca		
175	S40	Eh.../ou/ este... /ou/		
176	T	O.k	Positive evaluation	
177	S40	/i//ou//vi//ei/		
178	T	Yes	Positive evaluation	
179	S40	/ei/ /en//en//ai//es/		
180	T	Ok. That's good! <i>(the bell rings, but the teacher continues because the following teacher has not arrived to the classroom)</i>	Positive evaluation	Control: use of time
181	Ss	[...] se acabó la clase!		
182	S16	/eich//ou/...		
183	T	[...] how do you spell her name? K!		Control
184	S41	/kei//ai//en/		
185	T	/em/ <i>(the teacher checks the spelling)</i>	Negative evaluation	
186	S41	/em/ <i>(the student repeats the sound checked)/bi/</i>		
187	T	Yes...!	Positive evaluation	
188	S41	/i/ /ar/		
189	T	O.k	Positive evaluation	
190	S41	/el/		
191	S19	Seño eso hay que copiarlo en la libreta?		
192	S41	/i/		
193	S19	Miss		
194	T	That's good!	Positive evaluation	
195	S19	Miss...!		
196	T	Yes! [...] on your notebook!		
197	S15	Seño, ya? Pobrecito todos están escribiendo. <i>(the teacher writes on the board)</i>		
198	T	Journal!		
199	S15	Journal.		
200	T	<i>(the teacher makes some questions to answer)</i> qué pasó hoy en la clase?, qué les gustó?, qué aprendieron?, para qué les sirve la clase? Cómo les gustaría que de pronto esta clase la volviéramos a dar?	Class evaluation Instructions to write the journal	
201	S43	Permisoooo!		
202	S42	Seño para mañana?		

203	T	Tomorrow! <i>(the teacher continues writing on the board the homework)</i>		
204	S19	Seño...!		
205	T	Tomorrow, mañana, tomorrow		
206	S19	[...] seño		
207	S16	M?		
208	S15	Queeeeeeeé?		
209	T	Tomorrow you have the quiz, the quiz about possessives.		
210	S44	Qué es eso?		control
211	S41	Examen		
212	S40	Examen? <i>(the class is over at 9:15, because the teacher is waiting for the other one)</i>	Negative evaluation?	Control

Class observation 4

Colegio XXX

Teacher: Isbelia Mejía Cordero

Observer: Isbelia Mejía Cordero

Date: 05/03/2015

Topic: review of personal presentation and feelings. Activity from the module.

Conventions:

Observer's comments: *(italics and between brackets)*

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher: T

Student: S

Several students at the same time: Ss

(It is the third hour, the class starts at 8:35 a.m. when the teacher arrives to the classroom this is in disorder, some chairs were moved and some students are walking in the classroom. The class starts later because the technological class took more minutes than expected).

			Comments	Category
1	T	Good morning! <i>(The teacher is enthusiastic).</i>	Class routine	Classroom management
2	Ss	Good morning, teacher! <i>(Some students stand up as a sign of respect to the teacher's greeting.)</i>	Class routine	Classroom management
3	T	Please, everyone put in order your chair.		Classroom management

				discipline
4	S1	Miss, vamos a decir la oración, si? <i>(The student is requiring a special activity to do before to start the class)</i>		Motivation
5	T	Ok. Thanks for remembering it! Let's do it!		
		Please, come on everyone on your chair! Thanks.		Classroom management discipline
6	Ss	Espere Miss.		
7	T	Ok. Our Father, <i>(The teacher begins to pray)</i>		
8	Ss	Our Father <i>(Some students repeat and there are others that continue with the plegary)</i>		
9	T	who are in heaven		
10	Ss	hallow by thy name		
11	T	hallow by thy name		
12	Ss	hallow by thy name		
13	T Ss	Thy kingdom come thy will be done <i>(Everyone are praying at the same time)</i>		
14	T Ss	on Earth as it is in heaven.		
15	T Ss	Give us this day our daily bread		
16	T	and forgive us our trespasses		
17	Ss	and forgive us our trespasses		
18	T	as we forgive those who trespass		
19	Ss	as we forgive those who trespass		
20	T	Against us		
21	Ss	Against us		
22	T Ss	And let us not into temptation but deliver us from evil. Amen		
23	T	Good. How are you today?	Positive evaluation. I	
24	Ss	...		
25	T	Uhhmm, you forgot how to answer, do you remember the faces on the portfolio and dictionary?		Andamiaje:
26	Ss	Happy.		
27	T	Good. <i>(The teacher moves to the board and she writes on it a key word)</i>	Positive evaluation E	
		Here is the occupation for [...] several activities for H, eeh Y, K, J, O eh hh		
28	S2	J.D		

29	T	eeh yes. Y, G <i>(she continues mentioning students' names)</i> eeh Y,	Positive evaluation E	
30	Ss	[...] Y, J <i>(students help teacher with the classmates names who do not have the module)</i>		
31	T	G, oh, yes? You copy this! For the rest of the class go to the page. This! <i>(the teacher shows the page to do)</i>		Classroom management
32	S3	[...]		
33	T	Noo! yes.		
34	Ss	[...]		
35	T	Quién?		
		This is for the rest of the class, don't copy, please! don't copy, please! <i>(the teacher makes emphasis on who need to do this activity because they did not at time last classes)</i>	Regulative	
36	Ss	Don't copy!		
37	T	Don't copy!		
38	S4	Seño y el examen?		
39	T	Wait!		Control
40	S5	[...]		
41	S6	May name is <i>(the student read the expression on the board)</i>		
42	T	Ok. When you make an identification card, what is the first word? In an identification card what is the first word? <i>(the teachers uses her finger to show the meaning of first)</i>	Positive evaluation	Scaffolding
43	S7	Name!		
44	T	Name! yes! What is the second?	Positive evaluation E I	Strategy: use of question to help to develop activity
45	S8	[...]edad	R	
46	S9	Seño venga, seño <i>(the student stand up, and moves to the teacher)</i>		
47	T	Age. <i>(the teacher translates the word that the student says)</i>	Negative evaluation	
48	S9	Seño, seño, Miss <i>(the student stands up, and moves to the teacher)</i>		
49	S10	Name Last.		
50	T	Change! <i>(the teacher moves her fingers to indicate that student needs to check the order of the word)</i>	Negative evaluation	Scaffolding
51	S10	Last name.		
52	T	Last name, ok.	Positive evaluation	
		The next		

		What is the next?	Teacher guides the activity	Strategy: use of question
53	S11	Seño! [...]		
54	T	Identification card: name, last name		Scaffolding
55	S12	Grade		
56	T	Grade	Negative evaluation Check mistake	
57	S12	School		
58	T	School. What else?	Positive evaluation	Scaffolding
59	S12	Ad		
60	Ss	Address!		
61	T	Address.	Negative evaluation	
	T	Here! (<i>the teacher shows the place of the missing word</i>)		
62	S13	Identification card		
63	S14	Fun number		
64	T	Wait, this is...there are		
65	S14	Fun number		
66	T	What is the mistake?		Scaffolding
67	S14	Fun number		
68	T	Phone number! (<i>the teacher makes emphasis on the pronunciation</i>)	Negative evaluation	
69	S15	Signature		
70	T	What is?		Strategy: use of question
71	S16	Signature (<i>the student pronounces as it is written</i>)		
72	T	Signature? (<i>the teacher ask for the correct pronunciation</i>)	Negative evaluation	
73	S17	Number		
74	S18	Signature, Signature		Motivation
75	T	Signature! (<i>the teacher pronounces the word</i>)	Negative evaluation	
76	Ss	Signature!		Self-confident
77	S18	Ahh ya, ok		
78	T	Ok. Great!	Positive evaluation	
79	Ss	Signature!		Self-confident
80	T	Signature! Ok. Today, you need to pay attention to what I do. Ok. Pay attention first.	Positive evaluation	Control.

		Hello! My name is Isbelia Mejía, and you say Nice to meet you! Yeah?	Explains the activity	Strategy: modeling
81	S19	Nice to meet you!		
82	T	Stand up here, please! <i>(the teacher moves to a student and require for her participation)</i>	Instruction	
		You say, Hello <i>(the teacher says to student and she repeats)</i>		Scaffolding
83	S20	Hello!		
84	T	My name is... <i>(the teacher moves her hands to tell the student to continue with the answer)</i>		Scaffolding
85	S20	My name is		
86	T	My name is...	Reinforcing structure	Scaffolding
87	S20	My name is M.		
88	T	Nice to meet you, M! <i>(the students are looking the teacher and the student)</i>		
		Ok, who... <i>(the teacher with her hands is inviting other student to pass in front of the class)</i>	Invitation to participate	
		Who wants?		
89	S21	[...]		
90	T	Who wants? you Y? who wants? <i>(A student stands up, and comes to the teacher because he wants to participate)</i> Here, here L, please! Stand up! Here!	Invitation to participate	
		Hello!		
91	S22	Hello!		
92	T	My name is... My name is... <i>(the teacher moves her hand to helps the student to answer)</i> My name is... My name is		Control
93	S23	Repite!		
94	T	Listen, listen. <i>(The teacher touches her ear to indicate that student needs to listen to her)</i> My name is...		Control reinforcing structure
95	S22	My name is L		
96	T	Nice to meet you L!		
		Fine! Who's the next? Who is the next? come here!	Positive evaluation Invitation to participate	Invitation to participate
97	S24	<i>(a student comes to the teacher)</i>		Motivation
98	T	Here! Here, you stay here! Ok.		
		Hello!		
99	S24	Hello!, My name is J.		Self-confident
100	T	Nice to meet you!	Positive evaluation	

		Who wants to be the next? Who wants to be the next?	Invitation to participate	
101	Ss	[...]		
102	T	Ah ah, her		
		Hello!		
103	S25	Hello,	Interaction	Scaffolding
104	S26	Hello, my name is...	Interaction	
105	S25	my name is K!		
106	T	Nice to meet you!		
		What is nice to meet you?		Scaffolding
107	S26	El nombre na mas		
108	T	Nooo.	Negative evaluation	
		Nice to meet you K!	Mediation	Scaffolding
		Nice to meet you K! <i>(the teacher greets the student to understand the meaning of the expression)</i>		
109	S26	Me llamo...		
110	S27	[...]		
111	T	Yes, Thank you! Good!	Positive evaluation	
		Ok. You sit down making groups with other classmates. Sit down there! Turn your chairs! <i>(the teacher uses her hand to show what students need to do)</i>		Scaffolding
112	S28	Hellooo!		
113	S29	¿Qué es lo que hay que hacer?		
114	T	Turn the table!	Instruction	Control
		W, turn the table, put them together!		
115	S26	G, turn your chair!		
116	S30	Ya lo hice.		
117	T	J.D turn your chair! Ok.		Control
		Please! <i>(The teacher touches the student table because she needs to fit as the teacher says)</i>		
118	S31	Voltéate!	Use of L1	Scaffolding
119	S32	<i>(the student sits down as the classmate suggest and she smiles because her classmate helps to understand)</i>		
120	T	Ahh! <i>(The teacher Professor strikes the student to sit down as instructed)</i>		
		L, close your notebook!		
		R, here!		Control
121	Ss	Teacher!		
		Hello!, see you tomorrow! <i>(the teacher greets and says)</i>		

		<i>goodbye to some students who came to the classroom to greet her)</i>		
		Here! [...] here!		
		Ok. The next one is...pay attention please!	Giving instructions	
		Hi! [...] hi, Carlos! This is J.C. and you say glad to meet you!		Modeling
		Yes?		
		Pay attention! I say: Carlos, this is J.C, and you say glad to meet you J!		
		Ok. I repeat again. <i>(The teacher moves to other student to clarify what they need to do)</i>		
		Here. Pay attention!		
		Hi, L! This is K.M, and you say glad to meet you, K! <i>(the teacher moves from side to side to show what they need to do)</i>	Role play	
122	S26	Nice to meet you!		
123	T	Ohh, yes! <i>(the teacher indicates to student to stand up and greet his classmate)</i> Glad to meet you, K!		
124	S22	Nice to meet you!		
125	T	Yes!	Positive evaluation	
		I say here. <i>(the teacher moves from to other students to show what they need to do)</i> Hi, K! This is A.S! you say glad to meet you, A!		
126	S26	Glad to meet you! <i>(the student shakes his hand with his classmate)</i>		
127	T	Yes? <i>(the teacher moves to other student to check their understanding about the activity)</i>	Asking for clarification	
128	S33	Hi, C!		
129	T	Hi, C!		
		Yes, this is, this is <i>(the teacher moves to the board, and show to the student what expression they need to use)</i>		
130	S34	This is O!		
131	S35	O [...]		
132	T	And C says glad to meet you, O!		
		Yes? Ok!		
133	S35	Hi, C This is O!		
134	T	And O says...		
135	S36	Nice to meet you!		
136	T	L and C		Control
		Yes?		

		L, Hi, C!		
137	S37	Hi, C! Nice to meet you! (<i>A student gives the answer to his classmate</i>)	Participation	Affective factor:self-confident
138	S38	Di, Hi,C!	Participation	Affective factor:self-confident
139	S39	Di, Hi, C! nice to meet you! Hey! (<i>A student gives the answer to his classmate</i>)	Participation	Affective factor:self-confident
140	T	L, Hi, C! Hi, C!	Teacher mediation	
141	S40	Hi, C!		
142	T	This is		Strategy: Reinforcing structure
143	S40	[...]		
144	T	Aja, and you say?	Positive evaluation	Scaffolding
145	S41	Glad to meet you!		
146	T	Glad to meet you!	Positive evaluation	
147	S40	Glad to meet you!		
148	T	Yes!	Positive evaluation	
		Ok. [...] please! You do it with M and C!		Control
		Hi,...		
149	S42	Hi, C!		
150	T	Hi,...	Negative evaluation	
151	S42	Hi, M!		
152	T	Yes!	Positive evaluation	
		This is... this is...	Negative evaluation	Reinforcing structure
153	S43	This is C!		
154	T	You say, hi, M. This is ?		
155	Ss	C, C	Participation	
156	S42	This is C!		
157	T	And you say?		
158	S44	Nice to meet you!		
159	T	Yes! Good!	Positive evaluation	
		You, D and L!		Control
160	S45	[...]		
161	T	Yes, you do it!	Stimulates to	Self-

			students	confident
162	S45	This is		
163	T	This is	Reinforcing structure	Scaffolding
164	S45	This is M!		
165	T	M, yes!	Positive evaluation	
		And you say?	To student speaks Teacher mediation	Strategy: use of question
166	S46	Nice to meet you!		
167	T	Yes, good!	Positive evaluation	
		Here, Y and J.D. who begins?		
168	S22	[...]		
169	T	Ok.	Positive evaluation	
170	S22	[...] is Y!		
171	T	Hi!	Negative evaluation	
172	S22	This is Y!		
173	T	Aja!	Positive evaluation	
		J.D?	Invitation to participate	
174	S28	This is...		
175	S35	Nice to meet you!		
176	T	Ok. Y, you do it! Hi,!...	Positive evaluation	
177	S18	This is J.D	Interaction	
178	S40	Uhhmm, nice to meet you!	Use of language	Self-confident
179	T	Very good!	Positive evaluation	
		Now, you open your module, and let's work on it. You need to carry out the activities. Do them according to the topics that we have already studied.		Strategy:

(Students sit down in pairs or trios because not everyone has the module or they not brought it into the class. The teacher moves around the class checking students' activities development. Some of them require more teacher support to do the activities)

Class observation 5

Colegio XXX

Teacher: Isbelia Mejía Cordero

Observer: Isbelia Mejía Cordero

Date: 10/03/2015

Topic: Quiz.

Conventions:

Observer's comments: (*italics and between brackets*)

Pause: ...

Undistinguishable/Inaudible: [...]

Teacher: T

Student: S

Several students at the same time: Ss

(It is the third hour, the class starts at 8:15 a.m. Today is the first quiz).

			Comments	Category
1	T	Good morning, boys and girls! (<i>The teacher is enthusiastic</i>).	Class routine	
2	Ss	Good morning, teacher! (<i>Some students stand up as a sign of respect to the teacher's greeting.</i>)	Class routine	
3	T	Please, everyone put in order your chair.		Classroom management discipline
4	S1	Miss, vamos a hacer el quiz today, si?		
5	T	One moment, please		Classroom management discipline
6	S2	Miss!		
7	T	Sit down in pairs, please! You need to sit down in pairs! Ok. (<i>students move their chairs, they choose the classmate to work</i>)		Classroom management discipline
8	S3	L, vente pa'ca!		
9	S4	K		
10	T	No, no no in pairs! (<i>the teacher shows two fingers</i>)		Classroom management discipline
11	S5	Hey, F ven.		
12	T	Please, sit down, here!		Classroom management discipline
13	S6	Muévete!		
14	S7	Miss, [...] (<i>the student ask for clarification of something</i>)		
15	T	You remember that (<i>the teacher makes an explanation, she shows on student's notebook an example</i>)		Scaffolding

		Ok, everybody is in pairs!		
16	S8	vamos		
17	T	You are with... ah ah you separate, you need to sit in pairs!		Classroom management discipline
18	S9	O.		
19	T	Ok. That's right! Let's start! You need some colors! Because the correct answer you will select with a color. Listen! Do you work alone or in pairs?	Andamiaje pregunta puntual	scaffolding
20	Ss	In pairs!		
21	T	Yes! I give you a paper, it is very very easy! This activity is about personal identification. Do you remember identification card? This is the identification card (<i>the teacher shows an identification card model</i>). This activity is about this.	Positive evaluation Explica material Va hacia el aprendizaje	Methodology
22	S10	Yo pensé que eso era difícil, por eso yo no lo hice.		
23	S11	Yo si lo hice.		
24	T	Ready? Do it!	Asking for understanding	
25	S12	Miss, tenemos que hacer dos o una?	Asking for clarification	
26	T	Yes, because you are in pairs!		
27	S13	[...]		
28	T	Yeah!		
29	S14	[...]		
30	T	You are alone, no no		
31	S14	[...]		
32	T	Yeah! How long?		
33	S7	Seño, van nueve!		
34	T	Someone is missing for the paper?		
35	S15	Thank you!	Use of language	Self-confident
36	T	Your welcome! Ok. Here you write your name. This is your answer sheet. (<i>the teacher explains how to complete and use the answer sheet</i>) You need to look, you need to look here, and answer here. ok	Positive evaluation Explains the activity.	Methodology: strategy to control.
37	S16	Seño ya, seño		
38	T	[...]Number one, number two, number three, number four, number five, these are the questions. The answer one, two, three, four and five (<i>the teacher shows the answer sheet</i>)	Explains the use of material	Methodology: Strategy: teaching: explanation

		yes? To choose your answer, if you say that is letter A, you put in circle, and color, yes? If you say letter C, you can tick. You can use this or this. If you use this (the teacher shows the way to answer) this no. ok only this and this.		
39	S17	Seño, cómo?		
40	T	This is the answer sheet!		
41	S18	Seño, solo podemos usar colorear y chulito!		Self-confident
42	T	Yes! Yes, yes. <i>(the teacher write an example of the board)</i> If you say the answer for number one is A, B, C, or D you say ahhh the answer is letter C. You put in circle and color or tick.	Positive evaluation	Modeling.
43	S19	H		
44	T	[...] noooo. Only this or this.	Negative evaluation	
45	S20	[...]		
46	T	Yes! Question number six. On question number six, you do an identification card	Positive evaluation Explains the activity	Teacher mediation
47	S21	Miss, una sola? [...]		
48	T	No. are you working in pairs? <i>(the teacher moves around the classroom and find some students alone)</i>	Negative evaluation	Control activity
49	S20	Name <i>(student pronounced the word as it is written)</i>		
50	T	You need to do your identification card. Name <i>(the teacher checks the pronunciation)</i>	Negative evaluation	
51	S22	My name <i>(student pronounced the word as it is written)</i>		Strategy: use of question.
52	T	Name <i>(the teacher checks the pronunciation)</i> Ok. Yes, Do it! Do it!	Negative evaluation	
53	S23	Hacemos la tarjeta?		
54	T	Your identification card	Control use of language.	
55	S6	Miss, miss hacemos las dos?		
56	T	Nooo, only one!		
57	S6	Uno solo!		
58	T	Yes!		
59	Ss	Uno solo, hacemos uno solo!		
60	T	No baby is in pairs, sit down in pairs! Questions? No? no questions? Ok. <i>(the teacher moves around the students)</i>		Control activity

61	S24	Miss!	Negative evaluation	Control activity
62	T	Ok, what is the word?		
63	S25	[...]		
64	T	No, write here!, no, write here! This is uncomplete!		
65	S6	Miss, señor		
66	T	What is the answer? What is the answer? What is the answer? What is missing? Remember the identification card.	Use of question	Scaffolding
67	S27	Seño, señor ven aca		
68	T	Yes?		
69	S28	[...]		
70	S6	Miss		
71	T	What is missing? What is the word? You see here and choose here!	Use of question	scaffolding

(The teacher continues moving around the classroom. Students make question about the answer)

72	T	What is the question?		scaffolding
73	S29	Number 2		
74	T	This is number 1, you look on your answer sheet number 1. Ok? This is number two, so...	Explains use of material.	Scaffolding
75	S29	[...] <i>(the student shows the answer)</i>		
76	T	What is the answer? What is the answer? The answer is here. The number one is...	Reinforcement Trigger	
77	S29	[...]		
78	T	The answer, yes, yes, here	Positive evaluation	
79	S30	Miss		
80	T	Yes?		
81	S30	[...]		
82	T	What is the answer? What is the answer? What is the answer number one? What is the missing word?	Trigger	Scaffolding
83	S30	[...]		
84	T	No. What is the answer number one?	Negative evaluation	
85	S31	Seño, [...]		
86	T	Here, here is your copy!		
87	S32	D, D ven		
88	S33	K, K qué va aquí?		
89	S6	Miss.		

90	T	What is the answer? <i>(the teacher continues explaining to the same student)</i>	Trigger	
91	S30	<i>(The student shyly smiles)</i>		
92	T	Look at this, this is the question number one, number two, and where are the answers?		
93	S30	Here!		Self-confident
94	T	Yes. But you choose here! <i>(the teacher shows the answer sheet)</i>	Positive evaluation	
95	S6	Miss.		
96	T	What is the answer? The answer is B What is the answer number two?		
97	S34	Lo escribe aquí?		
98	T	Number two, [...]		
99	S6	Miss, one moment please!	Use of language	Self-confident
100	T	Yes, question?		
101	S6	Miss, así lo hicimos		
102	T	Yes, that's right!	Positive evaluation	
103	S35	Miss, y esto [...]		
104	T	Don't copy, please!		Classroom management
105	Ss	Miss.		
106	T	Here or there! <i>(the teacher smiles)</i>		
107	S36	Don't copy, please!		
108	T	Yes, don't copy please. Is about your identification card?. Question?		
109	S36	No, Miss		
110	T	Oh, yes. This question is about what...	Trigger	Scaffolding
111	S36	Age, grade, name		
112	T	No. Only one!	Negative evaluation	
113	S36	Grade!		
114	T	Yes. That's all!	Positive evaluation	
115	S37	Seño, aquí tengo que hacer		
116	T	Your identification card, only one		
117	S38	Seño Miss listo		
118	T	Ok. The time is almost over!		Classroom management: use of time
119	S39	Pilas, pilas K		
120	T	Remember, only one identification card		

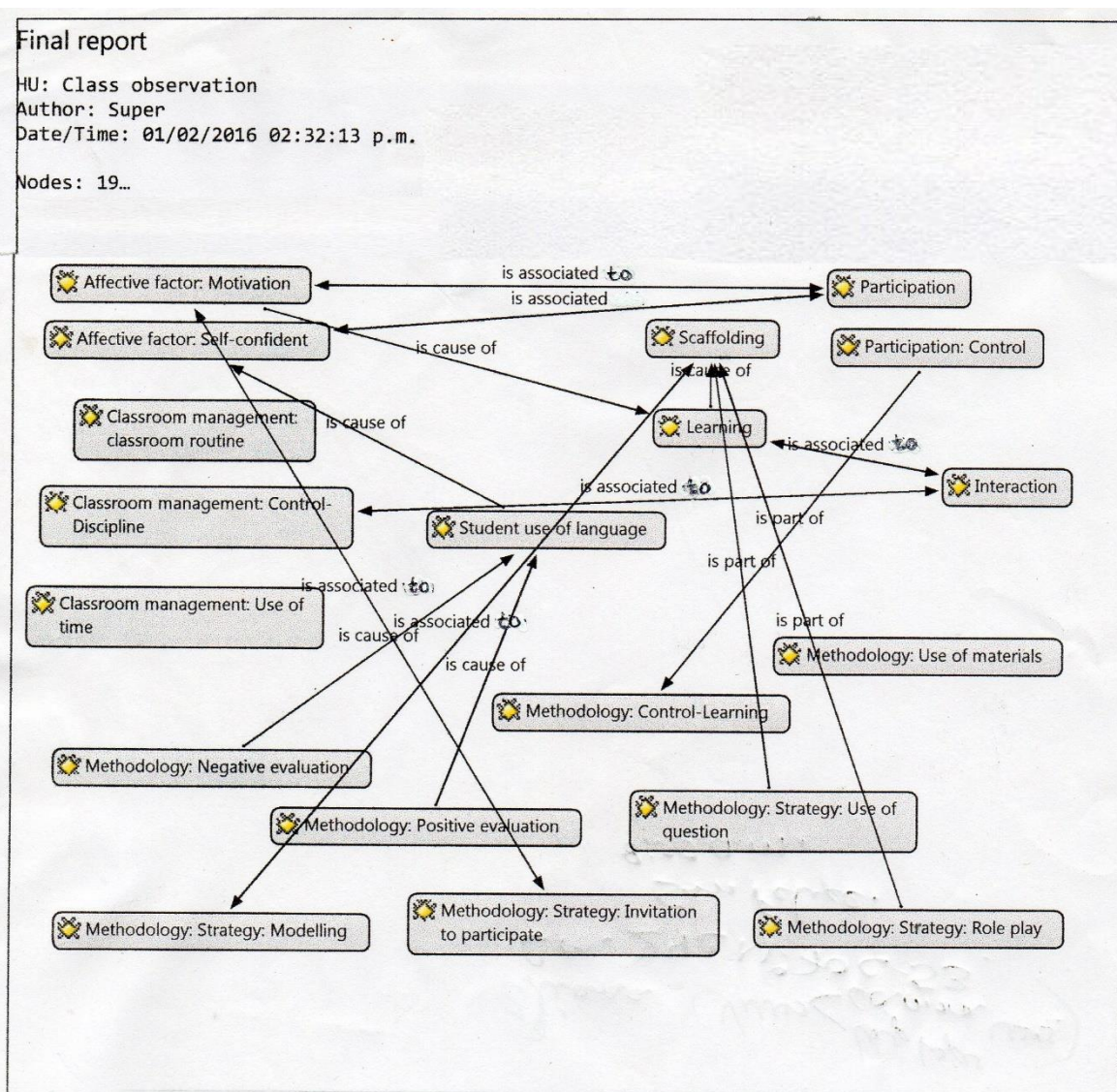
121	S40	Miss, y si ya terminamos?		
122	T	Put in order your chair, please, and wait! Ok, time is over!		Classroom management
123	S41	Miss, listo		
124	T	In order, please pass your papers from back to front. All the papers I need to have here.		Classroom management
125	S35	Espérate, oye me falta una		
126	S5	Apúrate oye.		
127	S42	Los dos nombres, Miss?		
128	T	Ok. Everybody finish! Good luck! Now, we together let's check your work! First, I read the question and all the possible answers, and you tell me your answers, ok! Let's start! (<i>The quiz has a picture of an uncomplete identification card</i>) The word to complete (1) is a. age b. grade c. name d. card	Class group evaluation	
129	Ss	D!		
130	T	Yes, good!	Positive evaluation	
131	S35	Viste!		
132	T	Number 2. The word to complete (2) is a. age b. grade c. name d. card		
133	Ss	B, C		
134	T	Ok. Only one, please!	Control: participation	
135	S7	Miss, yo!		Self-confident
136	T	Ok. What is the answer?		
137	S7	C. Name		
138	T	Very good!	Positive evaluation	
139	Ss	Siiii!		
140	T	Ok, number three. The word to complete (4) is a. age b. grade c. name d. card what is the answer? Tell me!		Invitation to participate
141	Ss	D, B		
142	T	L, what is the answer?		Control: participation
143	S34	Uhhmmm, D		
144	Ss	Nooooooooo!	Negative evaluation	
145	T	Ok, listen, when I say L is in eight. This is...		scaffolding
146	Ss	Grade!		

147	T	Please, rise your hand!		Control: participation
148	S6	I, teacher!	Use of language	Self-confident
149	S22	Yo, seño yo!		Motivation
150	T	Ok, O		Control: participation
151	S43	Grade		
152	T	That's good! Ok. The next one is: the word to complete (5) is a. address b. grade c. name d. card	Positive evaluation	
153	Ss	A, C, D		
154	T	Please, M tell me what is the answer		Control: participation
155	S25	Address		
156	T	Excellent!	Positive evaluation	
157	S5	Miss, cuando los entrega?		
158	S8	Espera que los revise oye!		
159	S12	Seño me los da a mí.		
158	T	Next class! Good job! For the next class remember bring your portfolio, and write your journal.	Positive evaluation	

(The teacher checks some notebooks and portfolios that some students until today brought to the class. The class over 9:20 am, the next teacher arrives later.)

APPENDIX 2

Class observation nodes



APPENDIX 3

Interview questionnaires

Initial questionnaire

1. I heard some comments about that English class is bored. What do you think about that?
2. What do you think about your English teachers, have you learned from them or not
3. When you are doing English activities how do you like to do them, in group, alone or in pairs?
4. During the English class, why are you dedicated in your works?
5. How useful is the English class?
6. What do you like about English class?

Final questionnaire

1. I heard some comments about that English class is bored. What do you think about that?

Why?

Why, do you say that they are chéveres?

Why in that language?

Why do you think so?
2. What do you think about your English teachers, have you learned from them or not?

What do you think about those teachers that you had before?
3. When you are doing English activities how do you like to do them, in group, alone or in pairs?

Why?

Why in pairs?

Why in group?

When you say in group, how many people do you like work with three, four or more people?

Why?

Why do you like working alone?

4. During the English class, why are you dedicated in your works?

During the English class, why do you rarely participate?

Why do you make a big effort?

Why not often do you attend your classes?

What happen to you that does not allow that you are in the English class?

Why during English class do you want to finish fast?

5. How useful is the English class?

Why?

Why do you think so?

6. What do you like about English class?

Why?

What do you like?

What is the aspect of the English class that you like it?

Why do you think so?

Why do you think that English class like you?

When you say that the English class/activities is/are funny, what do you mean?

APPENDIX 4

Transcripts of interviews

This appendix contains the transcriptions of the interviews. They have been placed keeping in mind the date and time of the interview.

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INTERVIEW TO STUDENT 1

DATE: March 18th, 2015

Time: 6: 30 a.m

INTERVIEWER: ISBELIA MEJÍA CORDERO

Conventions:

Silence pause: ...

Short pause: (-)

PARTICIPANT

DISCOURSE

Q1 I Heard some comments about that English class is bored. What do you think about it?

(The student moves side by side, is smiling, hold her hands).

A2 Mal, porque a mí me gusta. La clase de inglés y es muy chévere y es tan bacana.

- Q3 Why?
- A4 Ay porque así aprendemos, nos divertimos, nos divertimos y todo.
- Q5 What do you think about your English teachers that you have had until now, have you learned or not from them?
- A6 Como, como...
- (The question is changed)*
- Q7 What do you think about your English teachers, have you learned from them or not?
- A8 Si... si he aprendido mucho...
- When you are doing English activities How do you like to do, in group, alone or in pairs?
- Q9
- A10 Sola
- Q11 why?
- A12 Porque así aprendo más o también en grupo.
- Q13 When you say in group, how many people do you like work with three, four or more people?
- A14 De tres.
- Q15 Why?
- A16 Porque así aprendo más y no demoramos tanto.
- Q17 During the English class, why are you dedicated in your works?
- A18 ¿Cuáles?
- Q19 The activities that do you do, why do you make a big effort?
- A20 Ah... porque a mí me gustan.
- Q21 How useful is the English class?

- A22 ¿Para qué me sirve? Me sirve mucho porque yo cuando sea grande voy a ser una profesora y...quiero ser también una mejor también seño de inglés.
- Q23 Why?
- A24 Ah... porque me gusta hablar inglés así como como habla usted.
- Q25 What do you like about English class?
- (the student smiles and moves to back)*
- A26 Hello! *(she smiles again very excited)*
- Y mucho más. *(she smiles again)*
- Q27 Why?
- A28 Ah porque sí, porque me gusta.
- Q29 What do you like?
- A30 *(the student smiles tidily, some students from afar answer is that she feels sorry)*
- Q31 What is the aspect of the English class that you like?
- A32 ...¿Qué me hace?...
- ¡Me hace feliz!

INTERVIEW TO STUDENT 2

DATE: March 18th, 2015

Time: 6: 46 a.m

INTERVIEWER: ISBELIA MEJÍA CORDERO

Conventions:

Silence pause: ...

Short pause: (-)

PARTICIPANT

DISCOURSE

- Q1 I Heard some comments about that English class is bored. What do you think about it?
- A2 No... porque las actividades de Miss Isbelia son chéveres... en las horas, de los días que ella toca.
- Q3 Why do you say that they are chéveres?
- A4 Porque es divertida y... la clase, nos enseña mucho también.
- Q5 What do you think about your English teachers that you have had until now, have you learned or not from them?
- A6 Si he aprendido mucho de ellos... la seño Marta Molina...y ahora Miss Isbelia también he aprendido mucho de ella.
- Q7 When you are doing English activities How do you like to do, in group, alone or in pairs?
- A8 A veces en...así en parejas y solo porque así en grupo no...no me gusta tanto.
- Q9 Why in pairs?
- A10 ... para que los dos nos podamos explicar así entre sí y ya poder hacer la actividad mejor.
- Q11 Why do you like working alone?
- A12 (-) ah a veces yo veo la actividad fácil que yo la puedo hacer yo mismo.
- Q13 During the English class, why are you dedicated in your works?
- A14 Porque quiero sacar una buena nota...y poder pasar esa materia bien.
- Q15 How useful is the English class?

- A16 Para yo...cuando yo sea grande saber más sobre esa materia...y eso es lo que voy a estudiar (-) Idiomas extranjeros.
- Q17 Why?
- A18 Uhm..porque esa fue la única carrera que me pareció bien a mí para estudiar y no tengo otra.
- Q19 What do you like about English class?
- A20 Cuando Miss Isbelia explica las clases es divertida y también cuando nos califican las actividades que es muy bien.
- Q21 Why do you think so?
- A22 ...(-)
- Q23 Why do you think that English class like you?
- A24 Como la respuesta anterior, porque esta es muy divertida y porque nos califican las clases...y yo me siento bien cuando tengo buenas notas en la materia.
- Q25 When you say that the English class is funny, what do you mean?
- A26 Que cuando Miss Isbelia explica las actividades, ella no nos explica así como si estuviera así enojada o seria. Ella la explica divertidamente eso me gusta.

INTERVIEW TO STUDENT 3

DATE: March 18th, 2015

Time: 7: 07 a.m

INTERVIEWER: ISBELIA MEJÍA CORDERO

Conventions:

Silence pause: ...

PARTICIPANT

DISCOURSE

- Q1 I heard some comments about that English class is bored. What do you think about it?
- A2 Eh... yo pienso que... yo pienso que para mí no es aburrida la clase de inglés porque aprendo el idioma de otros países y...eh quiero desarrollarme en ese, en ese en ese idioma

- Q3 Why in that language?
- A4 Porque me gusta mucho y... quiero...eh aprender más de este idioma
- Q5 What do you think about your English teachers that you have had until now, have you learned or not from them?
- A6 ...pues mi opinión que se requi...que se requiere para la seño que me ha dado de estos dos años, es que explica muy bien...eh me hace desarrollar las clases, las actividades más fácil porque explica muy bien, le entiendo perfectamente.
- Q7 When you are doing English activities How do you like to do, in group, alone or in pairs?
- A8 Eh... solo...
- Q9 Why?
- A10 Porque así me concentro más y no ando como es que... hablando...o como es que...o haciendo desorden con lo del resto del grupo. Si soy en grupo pero a mí me gusta solo, porque así me concentro más y...hago la actividad más rápido.
- Q11 During the English class, why do you rarely participate?
- A12 (*student smiles shyly*) Mi participación es escasa porque no me gusta expresarme delante de muchas personas así pero si se requiere expresarme, me re me expreso, pero no me gusta expresarme tanto.
- Q13 How useful is the English class?
- A14 Pues me sirve para desarrollar el inglés, me sirve para eh.. prepararme por si voy a otros países a estudiar, me me ayuda para desarrollarme más en el idioma extranjero.
- Q15 Why do you think so?
- A16 Pienso eso porque... uh...eh...es...es...eh muy muy lindo, como es que, estudiar el inglés...eh me gusta mucho eh... el idioma y quiero desarrollarme aún más de lo que, de lo que me he desarrollado.
- Q17 What do you like about English class?
- A18 Lo que más me gusta de la clase de inglés es como la seño explica y yo como entiendo todo, todas las actividades las las hago inmediatamente o sea las las desarrollo enseguida.
- Q19 Why?

A20 Por qué? Porque si la seño no explicara bien yo no pudiera entender eso y no pudiera desarrollar las actividades.

INTERVIEW TO STUDENT 4

DATE: March 18th, 2015

Time: 8: 06 a.m

INTERVIEWER: ISBELIA MEJÍA CORDERO

Conventions:

Silence pause: ...

PARTICIPANT

DISCOURSE

- Q1 I Heard some comments about that English class is bored. What do you think about it?
- A2 Pues, yo pienso mal porque a mí me parece divertida, yo me divierto mucho no sé si ellos no divierten.
- Q3 Why do you think so?
- A4 Porque en realidad yo sí me divierto con las activities que usted nos coloca, me parecen muy divertidas.
- Q5 What do you think about your English teachers that you have had until now, have you learned or not from them?
- A6 Yo he aprendido de ellos, la verdad es que la que más me acuerdo es la de usted, porque me gusta mucho cómo usted explica y como usted habla inglés.
- Q7 When you are doing English activities How do you like to do, in group, alone or in pairs?
- A8 En parejas, porque me parece que en parejas analizamos mucho mejor y sacamos una buena nota.
- Q9 During the English class, why are you dedicated in your works?
- A10 Porque así puedo ocupar los primeros puestos y me gano una buena

- nota.
- Q11 How useful is the English class?
- A12 Para más adelante enseñárselo a los niños y...aprender a hablar inglés.
- Q13 Why?
- A14 Porque quizás más adelante...yo podré ser una profesora de inglés.
- Q15 What do you like about English class?
- A16 Las activities del módulo, las activities del portfolio y las del...la libreta.
- Q17 Why?
- A18 Porque me parecen muy divertidas y me divierto mucho.
- Q19 When you say that the activities are funny, what do you mean?
- A20 A que, o sea me parecen...divertidas porque así yo pienso y analizo y...al final usted me califica y me pone una buena nota.

INTERVIEW TO STUDENT 5

DATE: March 18th, 2015

Time: 8: 26 a.m

INTERVIEWER: ISBELIA MEJÍA CORDERO

Conventions:

Silence pause: ...

PARTICIPANT

DISCOURSE

- Q1 I heard some comments about that English class is bored. What do you think about it?

A2 No sé los estudiantes que dijeron eso están totalmente equivocados...porque la clase de inglés a pesar que usted la explica con entend...porque pa que nosotros sab, sepamos entenderla también, la hace más dinámicamente...y no es totalmente aburrida, todo lo contrario.

Q3 What do you think about your English teachers that you have had until now, have you learned or not from them?

A4 Más que unos sí. Pero con usted he aprendido como que mucho más...que los antiguos profesores de los otros colegios.

Q5 What do you think about those teachers that you had before?

A6 No, normal, solamente que lo único que ellos hacían eran hablar, hablar y nosotros le decíamos que nos enseñaran a hablar como ellos y no lo hacen, solamente ponen actividades...pero con usted es totalmente diferente porque como a usted uno le pregunta usted va respondiendo pa que uno vaya sabiendo y uno lo pronuncie.

Q7 When you are doing English activities How do you like to do, in group, alone or in pairs?

A8 Eh solo...

Q9 Why?

A10 Porque así me siento como que más suelto, porque lo único que hago es mirar el cuaderno repetir repetir así saber entender y más que usted explica. Sabe presto atención ahí pa yo aprender más.

Q11 And why not often do you attend your classes?

No, porque yo antes de venir acá tuve un contratiempo...que yo no estaba aquí en Barranquilla estaba en otro lugar, entonces me

- A12 quedaba un poco alejado por eso...
- Q13 How useful is the English class?
- A14 Para el futuro más gran, para el futuro más adelante mío, porque de pronto cuando en la universidad, y ya como las cosas ya ya mandan al exterior
- Q15 Why do you think so?
- A16 Ah...porque yo lo veo todos los días en la en la, en los programas que uno cuando siempre va a escoger una carrera siempre tiene que viajar a otros exteriores, o sea ya pa como usted nos explica ya uno va más o menos entendiendo y sabiendo cómo es la cosa en los Estados Unidos.
- Q17 What do you like about English class?
- A18 Las cosas que usted pone en el portfolio. Uno va haciéndolo y a medida que uno lo va haciendo, lo va estudiando.
- Q19 Why, why do you like it?
- A20 Ah...primero, porque ahí hace uno en el portafolio lo que a uno le parezca, lo que lo que uno se sienta libre en responder, lo que usted pone en el portafolio, como por ejemplo, como usted preguntó en en las preguntas anteriores, que cómo me siento yo en la clase de inglés, como sentirme libre.

INTERVIEW TO STUDENT 6.

DATE: March 18th, 2015

Time: 10: 26 a.m

INTERVIEWER: ISBELIA MEJÍA CORDERO

Conventions:

Silence pause: ...

PARTICIPANT

DISCOURSE

- Q1 I Heard some comments about that English class is bored. What do you think about it?
 A2 Para nada. Porque es divertida..., nos enseña mucho también.
- Q3 Why?
 A4 Porque enseña, y con mucho hay gente que no sabe habla inglés y está una profesora pa que nos pueda enseñar.
- Q5 What do you think about your English teachers that you have had until now, have you learned or not from them?
 A6 Si.
 Q7 What do you think about those teachers that you had before?
 A8 No que son bien, son alegres, son bacanos
 Q9 When you are doing English activities How do you like to do, in group, alone or in pairs?
 A10 En grupo.
 Q11 Why in group?
 A12 Porque entre nosotros nos podemos ayudar.
 Q13 When you say in group, how many people do you like work with three, four or more people?
 A14 More people.
 Q15 Why?
 A16 Porque algunos muchachos no pueden entender, y las demás sí y ahí nosotros nos podemos comunicar y hacé la tarea, y así alguna cosa que no entendamos.
 Q17 Why not often do you attend your classes?
 A18 No se.
 Q19 What happen to you that does not allow that you are in the English class?
 A20 Nada yo, normal. Yo, eh yo a ninguna clase le faltó y menos en la de inglés, y la clase mía la más favorita es la de inglés.
 Q21 Why during English class do you want to finish fast?
 A22 No, para mí que siga de largo dos horas tres horas, porque mientras que pasan las horas más importante para nosotros.
 Q23 How useful is the English class?
 A24 Para cuando vaya a una universidad, que nos vayan a dar una clase de inglés ya yo sé una cosa que ya nos dieron en la primaria y la puedo hacer.
 Q25 Why?
 A26 Por por, ya puedo hablar en inglés cosas que no entiendo la puedo entender responder en inglés y eso.
 Q27 Why do you think so?
 A28 Porque ahí uno tiene que resolverla, cuando sale y que nombre o ponerla y buscarla en el abecedario en inglés, y poner el nombre como va.
 Q29 During the English class, why do you rarely participate?
 A30 (*Student smiles shyly*) No se. para mi que fuera bastante. Porque hay cosas que no entiendo y no tengo tanto tiempo.

Appendix 5

Interviews table of analysis

Interview Data Analysis

Question	Interviewee	Interviewee	Interviewee	Interviewee	Interviewee	Interviewee	Results	Conclusions
	1	2	3	4	5	6		
1. I heard some comments about that English class is bored. What do you think about that?	“Mal, porque a mí me gusta. La clase de inglés y es muy chévere y bacana”. (I1., A2)	“No... porque las actividades de Miss Isbelia son chéveres ... en las horas, de los días que ella toca”. (I2., A2)	“...yo pienso que para mí no es aburrida la clase de inglés porque aprendo el idioma de otros países y...eh quiero desarrollarme en ese, en ese en ese idioma”. (I3., A2)	“...a mí me parece divertida, yo me divierto mucho no sé si ellos no divierten”. (I4., A2)	“No sé los estudiantes que dijeron eso están totalmente equivocados... porque pa que nosotros sepamos entenderla también, la hace más dinámicamente...y no es totalmente aburrida, todo lo contrario”. (I5., A2)	“Porque es divertida ..., nos enseña mucho también”. (I6., A2)	The students from this public school affirm that they like the class because the activities are funny and they learn. The class is “chévere” when English class is on the schedule, and they consider that the teacher teaches to speak.	English class constitutes an enjoyed subject because the activities are funny and the teacher makes the class not to be boring.
Why?	“Porque así aprendemos, nos divertimos, y todo”. (I1., A4)					“Porque enseña, y con mucho hay gente que no sabe hablar inglés y está una profesora pa que nos pueda enseñar”.		

Why, do you say that they are chéveres ?	“Porque es divertida y...la clase, nos enseña mucho también” . (I2., A4)				(I6., A4)	Learners from this course in particular state that English class is “chévere” because it is funny and the teacher also.	Students are interesting in learn this foreign language. They like English class. Because of that, they enjoy the activities that teacher proposes them.	
Why in that language?		“Porque me gusta mucho... y quiero... eh aprender más de este idioma” (I3., A4)				They want to learn particularly English because through activities they not only learn, but fun.		
Why do you think so?			“Porque en realidad yo si me divierto con las activities que usted nos coloca, me parecen muy divertida s”. (I4., A4)					
	“Si... si he aprendid	“Si he aprendid o mucho	“...es que explica muy	“Yo he aprendid o de	“Más que unos sí. Pero con	“Si”. (I6., A6)	Students affirm that they have	For students there are some aspects

2. What do you think about your English teachers, have you learned from them or not?	o mucho ...” (I1., A8)	de ellos...la seño Marta Molina ...y ahora Miss Isbelia también he aprendid o mucho de ella”. (I2., A6)	bien...eh me hace desarrollar las clases, las actividades s más fácil porque explica muy bien, le entiendo perfectam ente” (I3., A6)	ellos, la verdad es que la que más me acuerdo es la de usted, porque me gusta mucho cómo usted explica y como usted habla inglés”. (I4., A6)	usted he aprendido como que mucho más...que los antiguos profesores de los otros colegios”. (I5., A4)	learnt from their English teachers. Some of them describe their teachers, how they explain the classes, and how they speak English.	that influence in their learning process. Teacher’s personalities, feelings, knowledge of language, and teacher’s attitude have a great impact on students when they are in the class.
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What do you think about those teachers that you had before?

“No, normal, solamente que lo único que ellos hacían eran hablar, hablar, y nosotros les decíamos que nos enseñaran a hablar como ellos y no lo hacen, solo ponen actividades... pero con usted es totalmente diferente, porque como a usted uno

“No que son bien, son alegres, son bacanos”
. (I6., A8)

Students declare that there are teachers from who they have learned more than others, especially from the current English teacher.

					le pregunta usted va respondie ndo pa que uno vaya sabiendo y uno lo pronuncie ”(I5., A6)			
3. When you are doing English activities How do you like to do them, in group, alone or in pairs?	“Sola”. (I1. A10)	“A veces en...así en parejas y solo porque así en grupo no...no me gusta tanto”. (I 2., A8)	“... solo”. (I 3., A8)	“En parejas, porque me parece que en parejas analizam os mucho mejor y sacamos una buena nota”. (I 4., A8)	“Eh solo...”. (I 5., A8)	“En grupo”. (I 6., A10)	Most students prefer to work alone because they do not like working in groups. Nevertheless , some students prefer activities in pairs.	The development of English activities depends on how they are planned and organized. But, it is clear that for some students are more profitable when they are carried out in pairs or groups.
Why?	“Porque así aprendo más o también en grupo”. (I1., A12)	“Porque así me concentr o más y no ando como es que...ha- blando... o haciendo desorden con lo del resto del grupo[...]a mí me gusta solo, porque	“Porque así me concentr o más y no ando como es que...ha- blando... o haciendo desorden con lo del resto del grupo[...]a mí me gusta solo, porque	“Porque así me siento como que más suelto, porque lo único que hago es mirar el cuaderno repetir repetir así saber entender y más que usted explica. Sabe			In this way of work, students consider that they help each other to do activities. Students express that working alone is a way to focus on their activities, and in this form they can demonstrate that they can	On the other hand, taking notes and review are important to reinforce the knowledge learned. Moreover, student that develops activities by their-selves feel that they are capable. This is a clear example of student´ self-

		así me concentr o más y...hago la actividad más rápido”. (I 3., A10)	presto atención ahí pa yo aprender más”. (I 5., A10)	do. However, some of them check their notebook to understand what the teacher explains them.	confident.
Why in pairs?		“...para que los dos nos podamos explicar así entre sí y ya poder hacer la actividad mejor”. (I 2., A10)		Besides, there is a group of students who prefer to develop their own activities alone, because they have better concentratio n, and thus they do not take part of outbreaks of indiscipline situations.	In addition, the development of activities in pairs is useful to perform better, and help each other.
Why in group?			“Porque entre nosotros nos podemos ayudar”. (I 6., A12)	Students state that in group work, they can communicat e with their classmates, and	Nonetheless, the work group is also important as a way to help among students.
When you say in group, how many	“De tres” (I 1.,		“More people”. (I 6., A14)	they can explain and do the homework.	

people do A14)
 you like
 work with
 three,
 four or
 more
 people?

Why?

“Porque
 algunos
 muchach
 os no
 pueden
 entender,
 y las
 demás sí
 y ahí
 nosotros
 nos
 podemos
 comunic
 ar y hacé
 la tarea,
 y así
 alguna
 cosa que
 no
 entenda
 mos”.
 (I6.,
 A16)

Why do
 you like
 working
 alone?

“...a
 veces yo
 veo la
 actividad
 fácil que
 yo la
 puedo
 hacer yo
 mismo”.
 (I2.,
 A12)

4. During
 the
 English
 class,
 why are
 you

“Porque
 quiero
 sacar una
 buena
 nota...y
 poder

“Porque
 así puedo
 ocupar
 los
 primeros
 puestos y

Students
 express that
 their
 dedication is
 because they
 want to be

The
 successful
 performance
 of students is
 that they
 want to be

dedicated in your works?	pasar esa materia bien”. (I2., A14)	me gano una buena nota”. (I4., A10)	the first of the class, and to obtain good results.	on the top spot in the class and get good grades.
During the English class, why do you rarely participate?		“Mi participación es escasa porque no me gusta expresar me delante de muchas personas así pero si se requiere expresar me, delante de muchas personas, me expreso, pero no me gusta expresar me tanto”. (I3., A12)	“No se. para mi que fuera bastante. Porque hay cosas que no entiendo y no tengo tanto tiempo”. (I6., A30)	Some of them do not take part of the class because they do not feel confident to speak in front of the others. But there are other factors associated to the familiar context that influencing student attendance to classes.
Why do you make a big effort?	“Ah... porque a mí me gustan”. (I1., A20)			

Why not
often do
you
attend
your
classes?

“No,
porque yo
antes de
venir acá
tuve un
contratiem
po...que
yo no
estaba
aquí en
Barranquil
la estaba
en otro
lugar,
entonces
me
quedaba
un poco
alejado
por
eso...”.
(I5.,A12)

What
happen to
you that
does not
allow that
you are in
the
English
class?

“Nada
yo,
normal.
Yo, ehh
yo a
ninguna
clase le
falto y
menos en
la de
inglés, y
la clase
mía la
más
favorita
es la de
inglés”.
(I6.,
A20)

Why
during

“No,
para mí
que siga

English class do you want to finish fast?						de largo dos horas tres horas, porque mientras que pasan las horas más importan te para nosotros” . (I6., A22)		
5. How useful is the English class?	“...Me sirve mucho porque yo cuando sea grande voy a ser una profesora y...quiero ser también una mejor también seño de inglés”. (I1., A22)	“...cuando yo sea grande saber más sobre esa materia ...y eso es lo que voy a estudiar (-) Idiomas extranjer os”. (I2., A16)	“Pues me sirve para desarrollar el inglés, me sirve para eh...prepararme por si voy a otros países a estudiar, me me ayuda para desarrollar arme más en el idioma extranjer o”. (I3., A14)	“Para más adelante enseñárselo a los niños y...aprender a hablar inglés”. (I4., A12)	“Para el futuro más gran, para el futuro más adelante mío, porque de pronto cuando en la universidad, y ya como las cosas ya ya mandan al exterior”. (I5., A14)	“Para cuando vaya a una universidad, que nos vayamos a dar una clase de inglés ya yo sé una cosa que ya nos dieron en la primaria y la puedo hacer”. (I6., A24)	Students considerer that English is useful because some of them want to be also English teachers. They want to continue study this language to learn it more, apply it and teach it.	Learning English has become increasingly important for students. They recognize its importance for future. Students think about to go to the university, and to study abroad.
Why?	“...porque me gusta hablar inglés así como habla	“...porque esa fue la única carrera que me pareció bien a mí para estudiar		“Porque quizás más adelante ...yo podré ser una profesora de		“Por por, ya puedo hablar en inglés cosas que no entiendo la puedo entender	Some of them see their current teacher as a model to follow. They want to speak like	It seems that speak in a foreign language. Today, especially English, it is important to students

	usted". (I1., A24)	y no tengo otra". (I2., A18)	inglés". (I4., A14)		responde r en inglés y eso". (I6., A26)	their teacher.	today. They know that if they learn it, they will have the opportunity to study and travel.
Why do you think so?			"Pienso eso porque ...uh...e h... es...es... eh muy muy lindo, como es que, estudiar el inglés...e h me gusta mucho eh...el idioma y quiero desarroll arme aún más de lo que me he desarroll ado" (I3., A16)	"Ah...por que yo lo veo todos los días en la en la, en los programas que uno cuando siempre va a escoger una carrera siempre tiene que viajar a otros exteriores, o sea ya pa como usted nos explica ya uno va más o menos entendien do y sabiendo cómo es la cosa en los Estados Unidos" (I5., A16)	"Porque ahí uno tiene que resolverl a, cuando sale y que nombre o ponerla y buscarla en el abecedari o en inglés, y poner el nombre como va". (I6., A28)	A group of students think that English is only to develop school activities, and learning to use the alphabet. Furthermore , there are students that keep in mind what their English teacher explains to them, they think that they learn how things are elsewhere.	Current English teacher for these students is someone that not only teaches a subject but is someone who gives them advice. They have the opportunity seeing on television the advantage of learning English.
6. What do you like about English class?	"Hello! (<i>she smiles again very</i>	"Cuando Miss Isbelia explica las clases es	"Lo que más me gusta de la clase de inglés es como	"Las activities del módulo, las activities	"Las cosas que usted pone en el portfolio. Uno va haciéndol	According to learners they like especially how their current	It is possible to say that the student likes the class is related to the

	<p><i>excited</i>) Y mucho más. (<i>she smiles again</i>)". (I1., A26)</p>	<p>divertida y también cuando nos califican las actividad es que es muy bien"</p> <p>(I2., A20)</p>	<p>la seño explica y yo como entiendo todo, todas las actividad es las hago inmediate a-mente o sea las las desarroll o enseguida". (I3., A18)</p>	<p>del portfolio y las del...la libreta"</p> <p>(I4., A16)</p>	<p>o y a medida que uno lo va haciendo, lo va estudiando". (I5., A18).</p>	<p>English teacher explains the classes. This aspect is crucial for them because from these explanations, they understand the activities and can develop quickly.</p> <p>Besides, they like activities from the module, portfolio and notebook.</p>	<p>explanations that the teacher makes, and the different activities that they develop either in their notebook, module or portfolio.</p>
Why?	<p>"Ah porque sí, porque me gusta". (I1., A28)</p>		<p>"Porque si la seño no explicara bien yo no pudiera entender eso y no pudiera desarroll ar las actividad es". (I3., A20)</p>	<p>"Porque me parecen muy divertida s y me divierto mucho". (I4., A18)</p>		<p>They also state that portfolio activities permit them to do and to study at the same time the topic.</p>	
What do you like?					<p>"primero, porque ahí hace uno en el portafolio lo que a uno le parezca, lo</p>	<p>One of the students asserts that the class makes her happy. Other affirms that</p>	<p>It seems that the type of activities proposed to the student affects how they feel during their</p>
What is the aspect of the English class that you like	<p>"¡Me hace</p>						

it?	feliz!” (I1., A32)	que lo que uno se sienta libre en responder, lo que usted pone en el portafolio, como por ejemplo, como usted preguntó en en las preguntas anteriores, que cómo me siento yo en la clase de inglés, como sentirme libre”.	the class makes him feel free. He has the opportunity to answer questions about him, and to do activities in a freeway.	development
Why do you think so?		(I5., A20)		
Why do you think that English class like you?	“Como la respuesta anterior, porque esta es muy divertida y porque nos califican las clases... y yo me siento bien		Student likes English class because it is funny, and the activities are graded. He/she feel good because their get good grades.	For students is important that apart from being funny activities these are graded.

	cuando tengo buenas notas en la materia". (I2., A24)			
When you say that the English class/activi- ties is/are funny, what do you mean?	"...explica las actividades ella no nos explica así como si estuviera a- enojada o seria. Ella la explica divertidam- nte eso me gusta". (I2. A26)	"...divert í-das porque así yo pienso y analizo y...al final usted me califica y me pone una buena nota". (I4., A20; p.)	Some students associate funny activities to the way in which teacher makes explanations . They claim that the teacher does not upset or serious. The way of how explanations doing, it is what makes it fun, and that is what they like the activities.	For students funny activities involve teacher's explanations, and teacher's attitude.

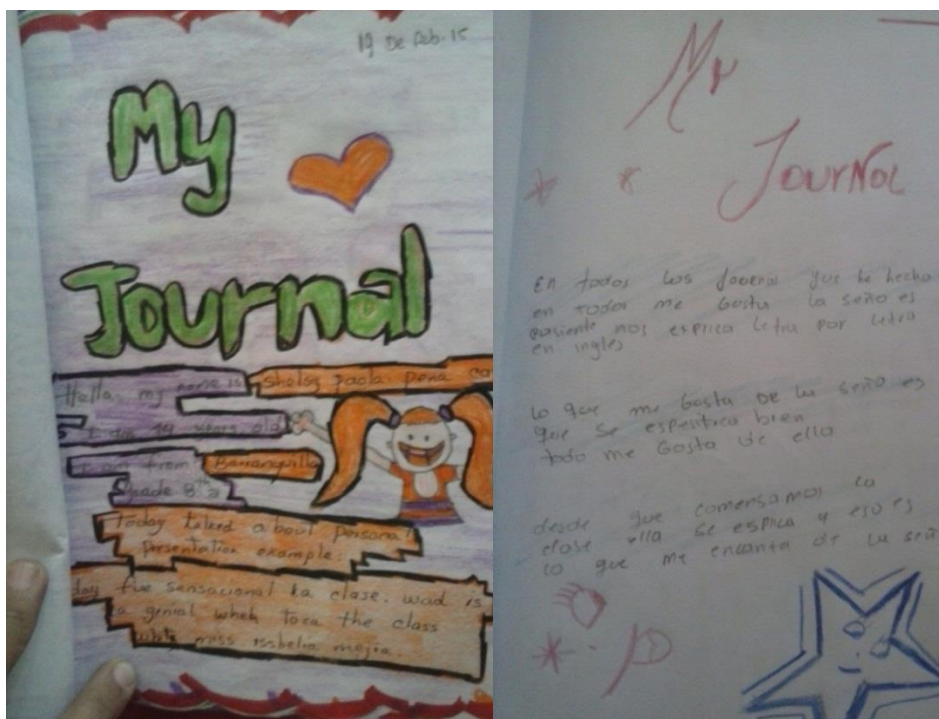
Appendix 6

Journal guiding questions

1. ¿Cómo te sientes al iniciar la clase?
2. ¿Cómo te sientes al finalizar la clase?
3. ¿Qué te gustó de la clase?
4. ¿Qué no te gustó de la clase?
5. ¿Qué aprendiste?
6. ¿Para qué te sirve lo que aprendiste?
7. ¿Qué cambiarías de la clase?

Appendix 7

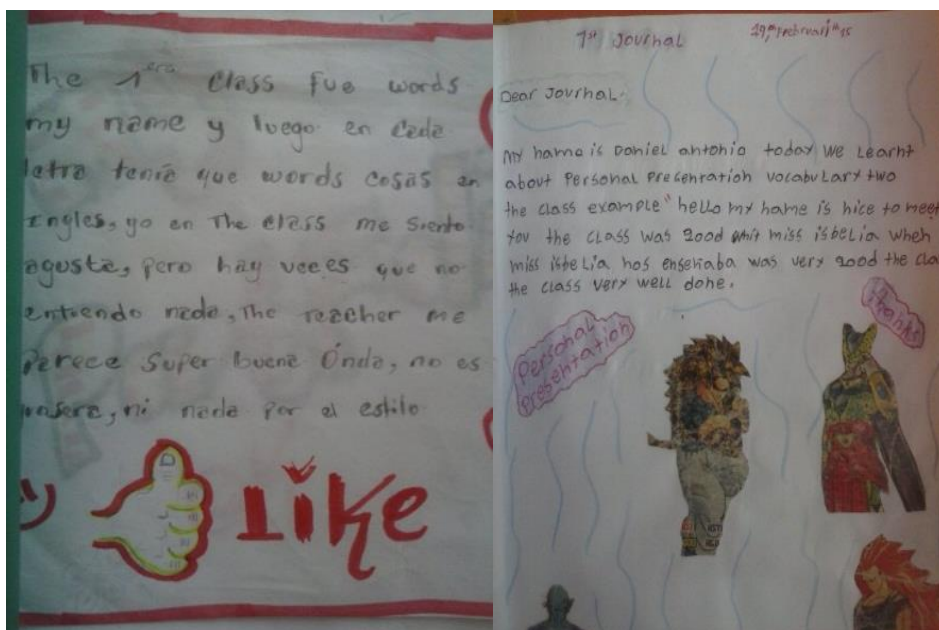
Students' journals



Results

One of these students writes about the topic of the day. The student writes also some words in English, and the word of the day.

The other student expresses that the teacher is patient to explain. This student states that likes this class because the teacher at the beginning of the class, she explains and this, it is that student likes.

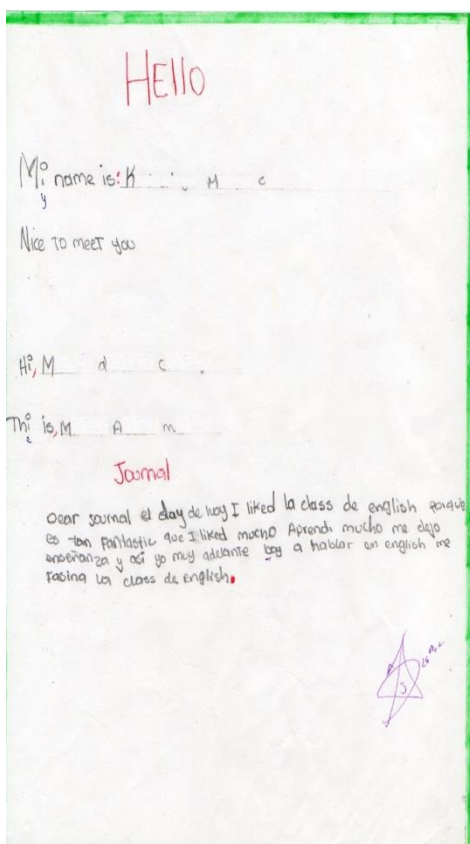
S.P journal, February 19th, 2015J.M journal, February 19th, 2015D.V journal, February 19th, 2015D.A journal, February 19th, 2015

Students made a description about the activity developed. On D.V journal we can observe that this student expresses their feelings about the class and teacher. Sometimes, the student feels scared because the student does not understand the class. About the teacher, the student expresses that she is not rude.

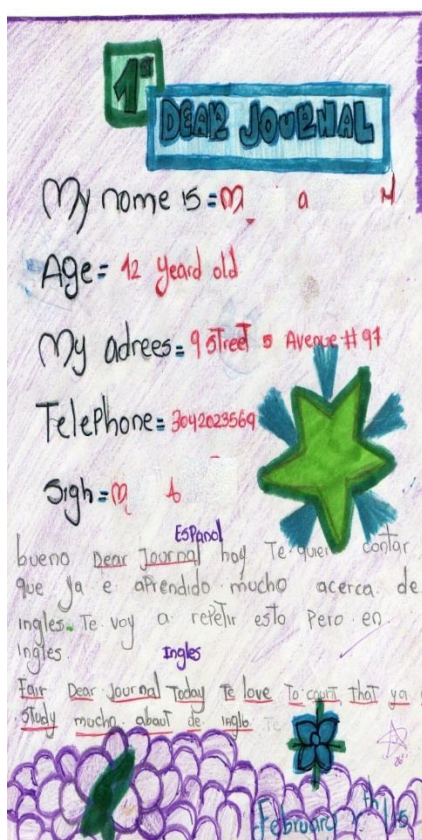
On D.A journal, this student write in English his ideas. He states that

when the teacher teaches them, the class is very well done.

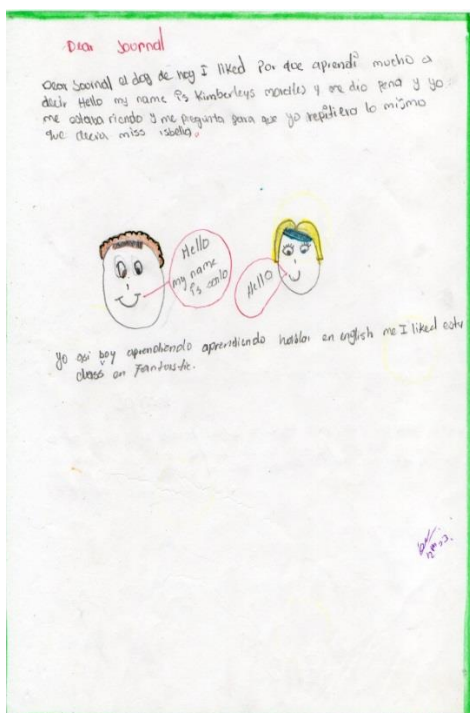
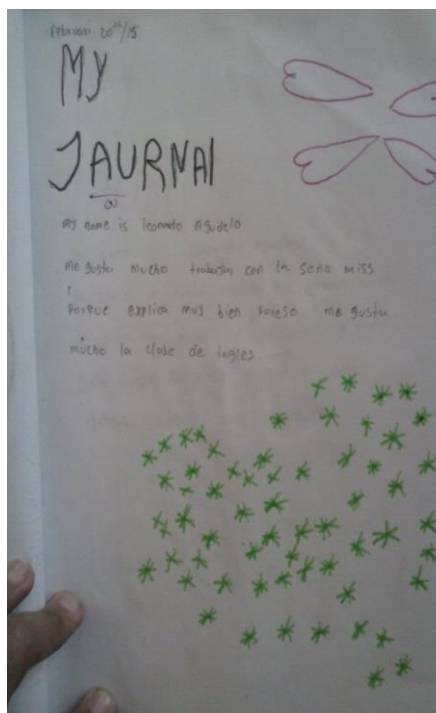
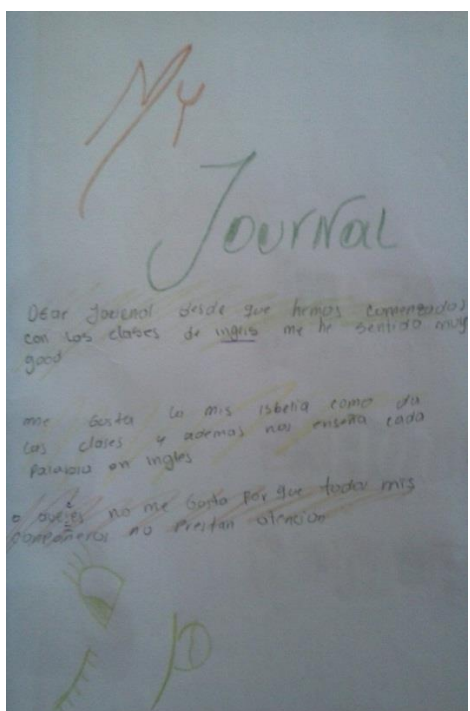
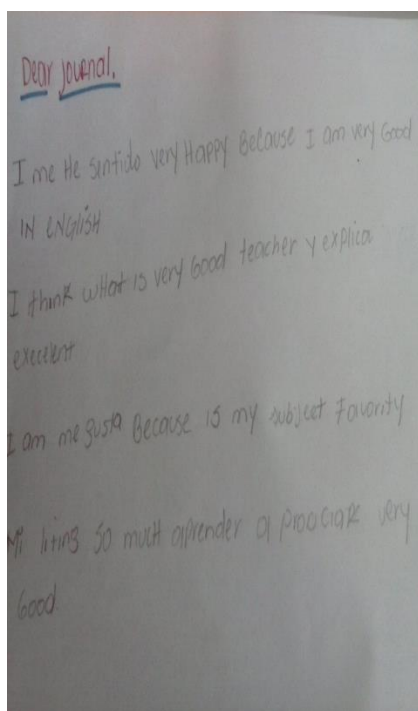
The students write about aspects on the activity or class developed. They write some words in English. One of them express that s/he like the English class because is fantastic, and learn a lot.



K.M journal, February 19th, 2015

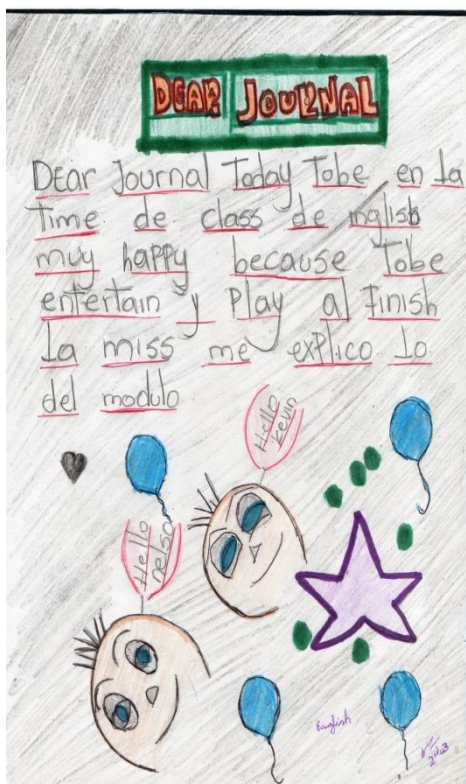
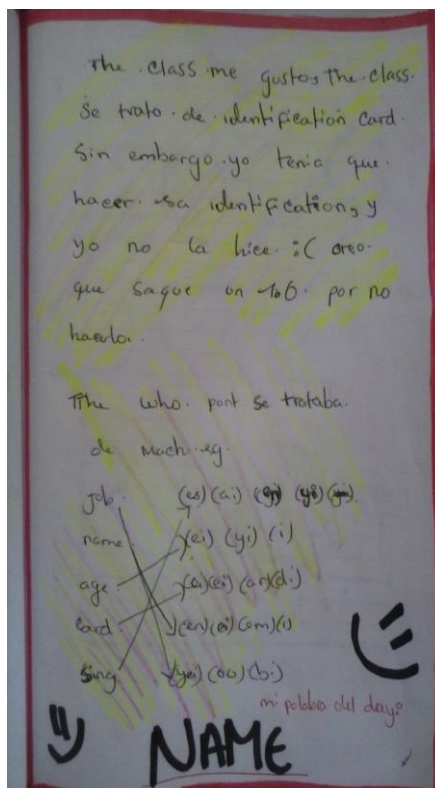
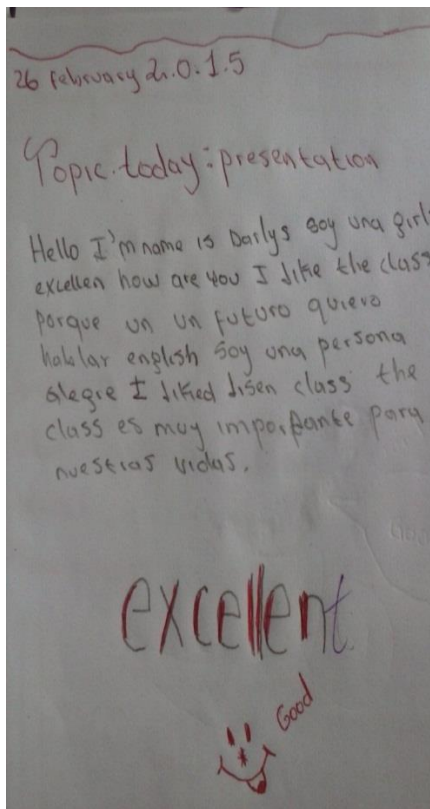
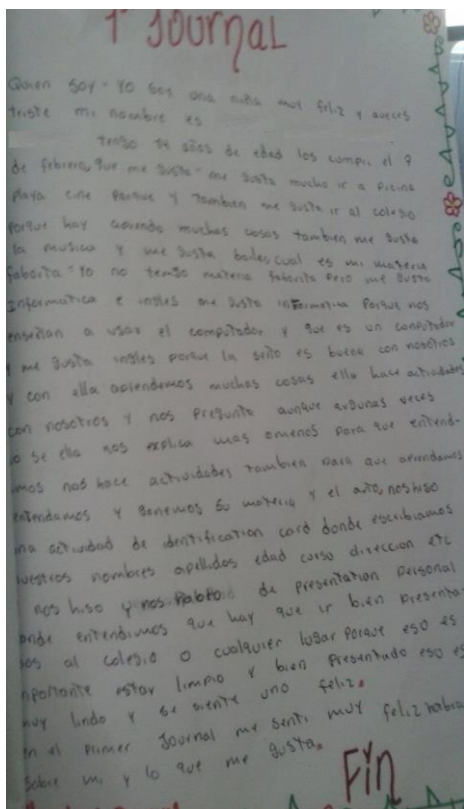


M.A journal, February 19th, 2015

K.M journal, February 20th, 2015L.A journal, February 20th, 2015J.M journal, February 20th, 2015D.A journal, February 20th, 2015

Student writes about the English class. S/he affirms that learned a lot, and they feel confident to write the expressions used in the class.

Students write that they feel happy and good. They like the class because the teacher explains and teaches words in English. One of them states that English is her/his favorite subject. Also, the student feel self-confident that s/he is good in English.

M.A Journal, February 20th, 2015D.V journal, February 26th, 2015

The student expresses that the English class time is happy, and the teacher explained. The other student asserts that s/he did not do his/her identification card, and because of that obtained 1.0.

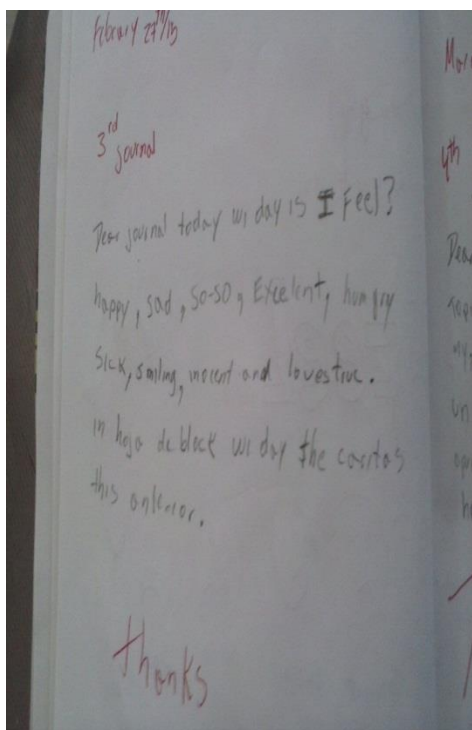
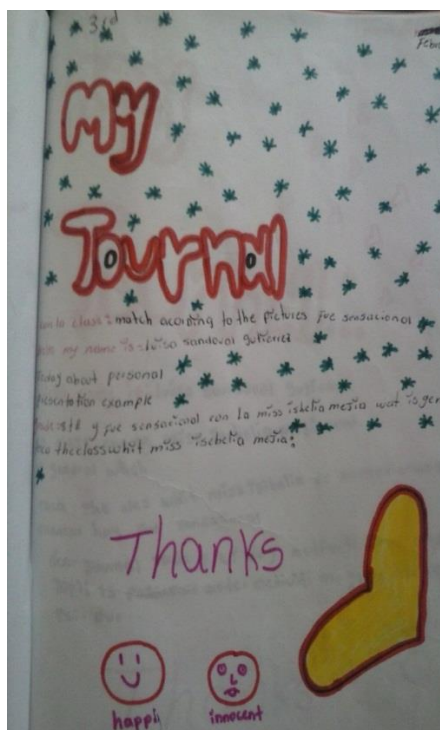
The same student wrote an example of the activity developed.

Students write about their expectancies. One of them states that s/he wants to speak English.

They feel confident to write in L1 and L2 at the same time.

M.A asserts that they like English because the teacher is good with them, and they learn with her. The activities proposed by the teacher help them to understand, to learn, and to pass the subject. D.A states that English class is important for their life.

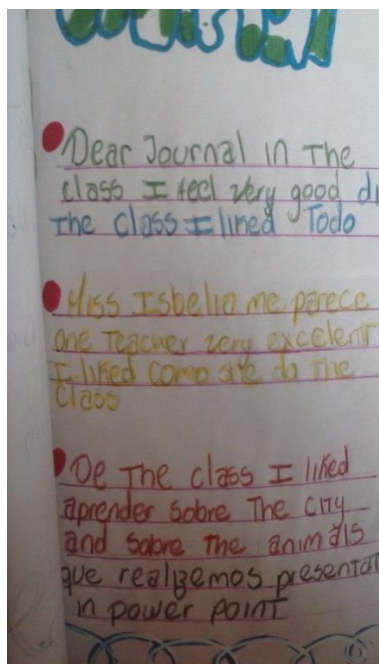
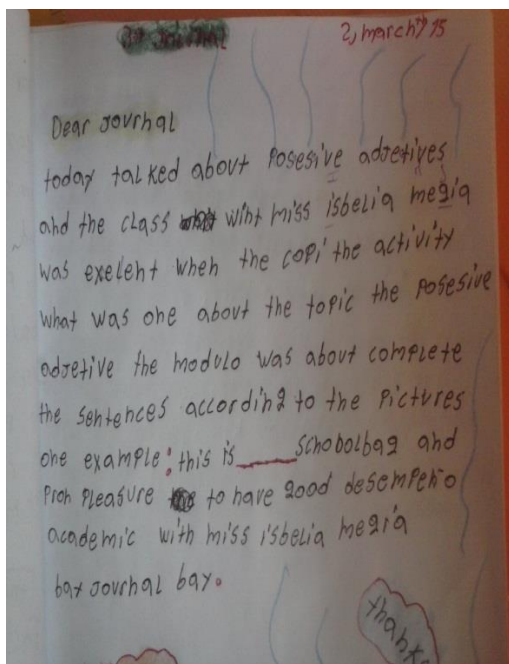
M.A journal, February 26th, 2015

D.A journal, February 26th, 2015

S.P writes about how s/he feel, and writes some words about this feeling. M.A writes about the class activity and why s/he likes the class. The students asserts that the activity about matching pictures was sensational.

S.P journal, February 27th, 2015

M.A journal, February 27th, 2015



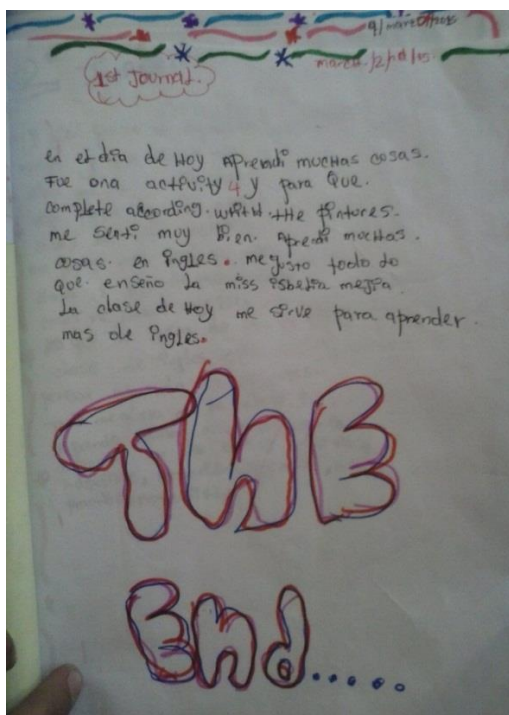
Results

Students write about the topic and the activity developed. The student describes the activity developed and assert that is it a pleasure to obtain a good performance with the teacher. Through these journals we can observe the teacher adjective to describe her: "very excellent".

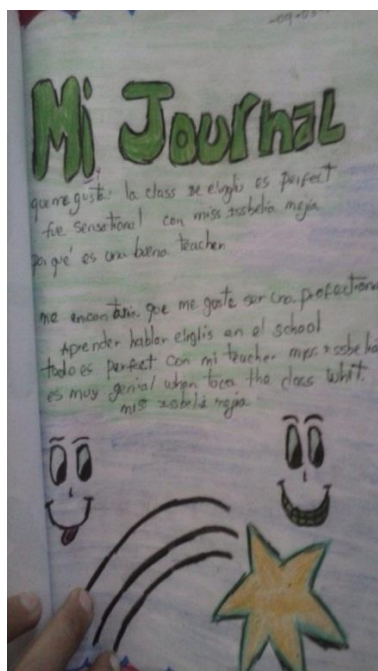
Students also manifest some topics that they like to learn: the city and the animals. Besides, they state that they

D.C journal, March 2nd, 2015J.R journal, March 2nd, 2015

want to make power point presentations.

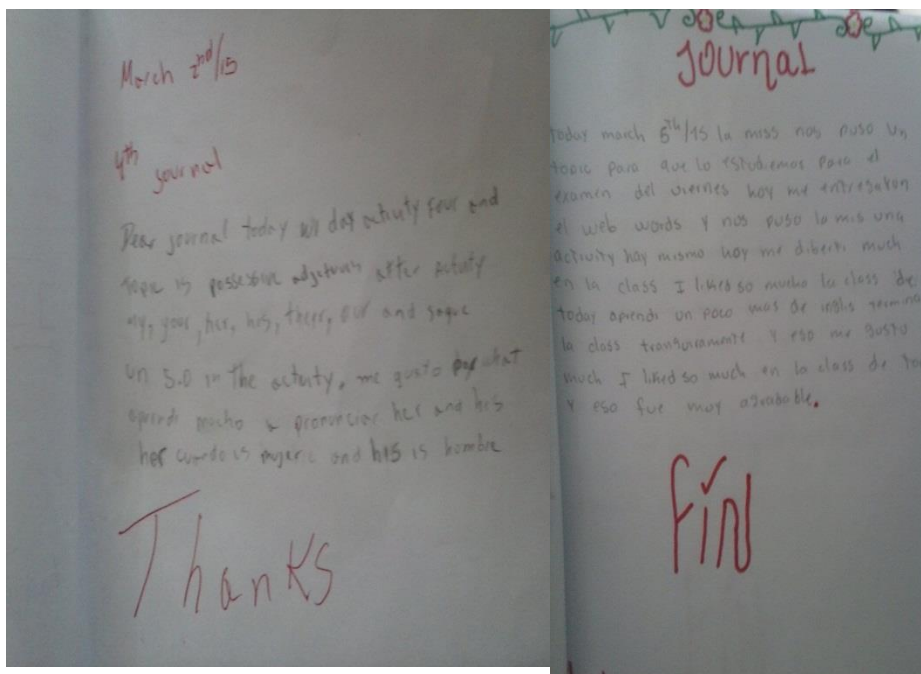


K.M journal, March 2nd, 2015



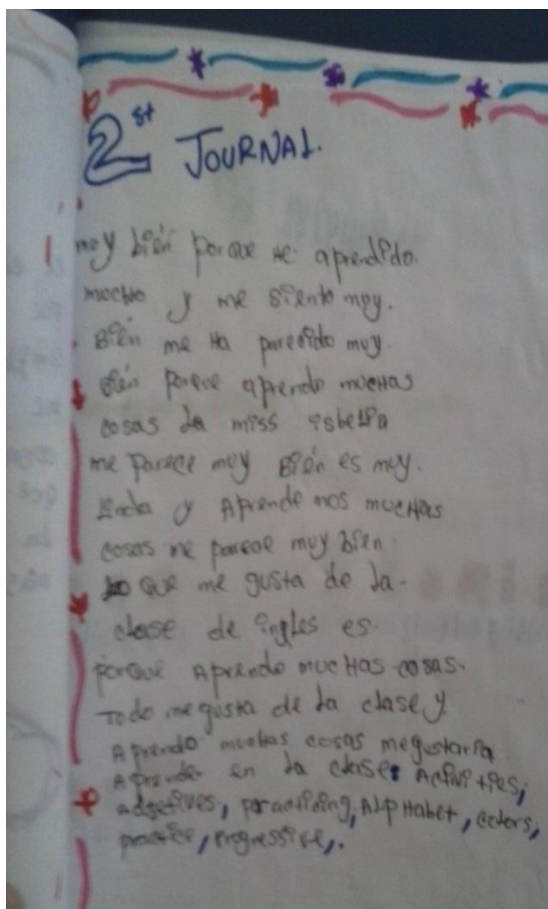
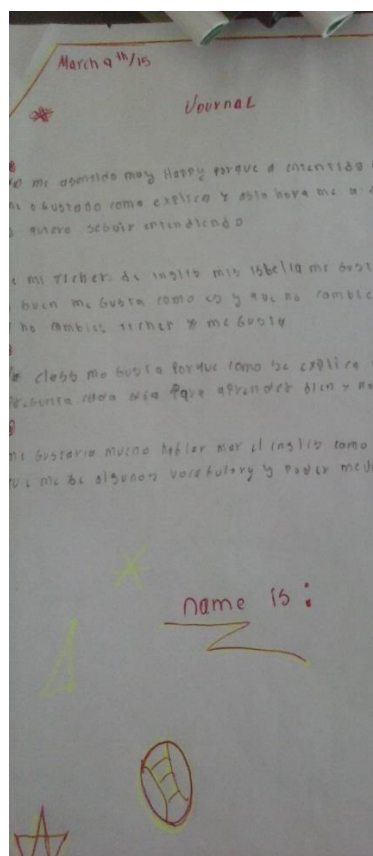
M.A journal, March
 2nd, 2015

Through journal selected from students, they assert that they learnt from the activity developed. They liked the class because the teacher explains them the topic. They describe the class as perfect and sensational. They think that teacher is great, and the class is useful to learn more about it.

L.A journal, March 2nd, 2015Y.M journal, March
2nd, 2015

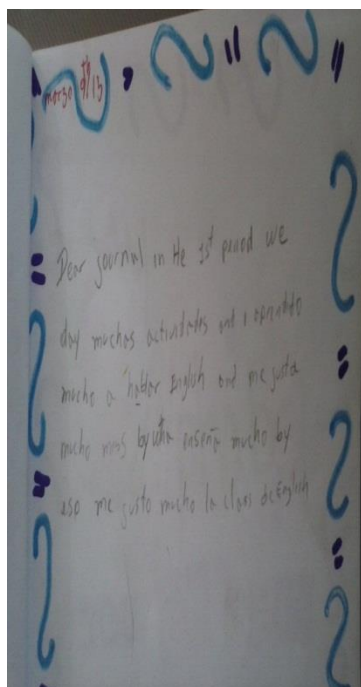
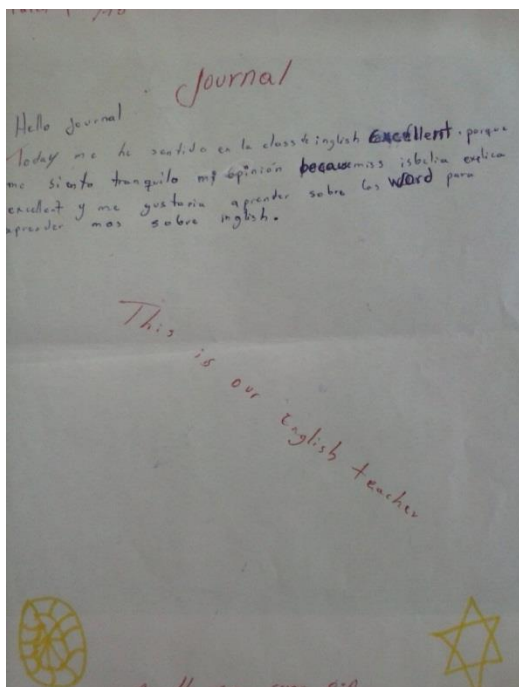
The student mentions that the teacher gives them a topic to review before to make a quiz about it.

Students mention on their journals the topic of the day, and also the activity. They express that like the class, and enjoy it a lot.

Y.R. journal, March 9th, 2015D.C. journal, March 9th, 2015

These students state that they have learnt from their teacher, and from the activities. They liked English class because they think that they learn a lot of things. Besides, they suggest some topics that they want to learn such as adjectives, alphabet, colors, possessives, and others.

Furthermore, they express that they feel happy in the class because they can understand. This is associated to how the teacher explains, and teacher's personality. According to student, teacher is a kind person and this like so much to students.



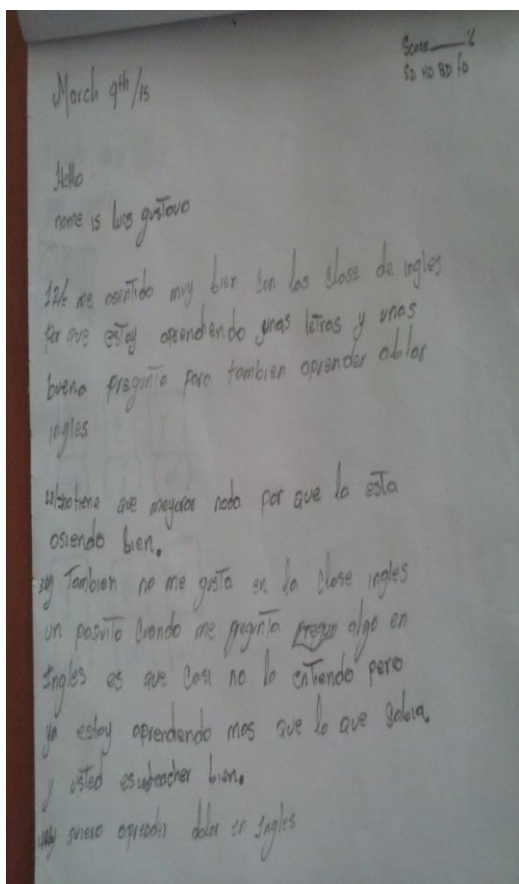
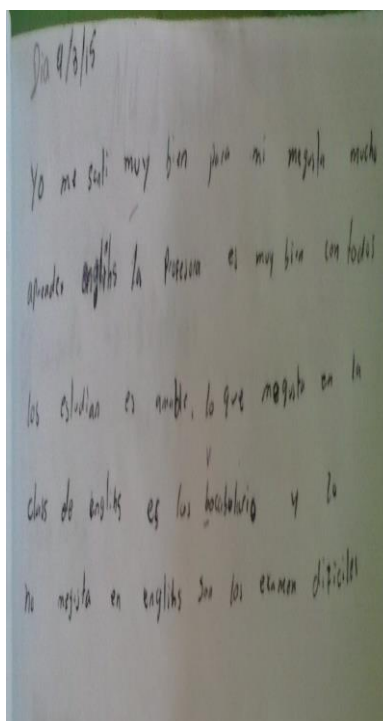
Students begin to write on their journals with a special greeting: "Dear" or "Hello".

They write some words in English that they know, and write the date, and also sentences.

Through the development of activities, students learn

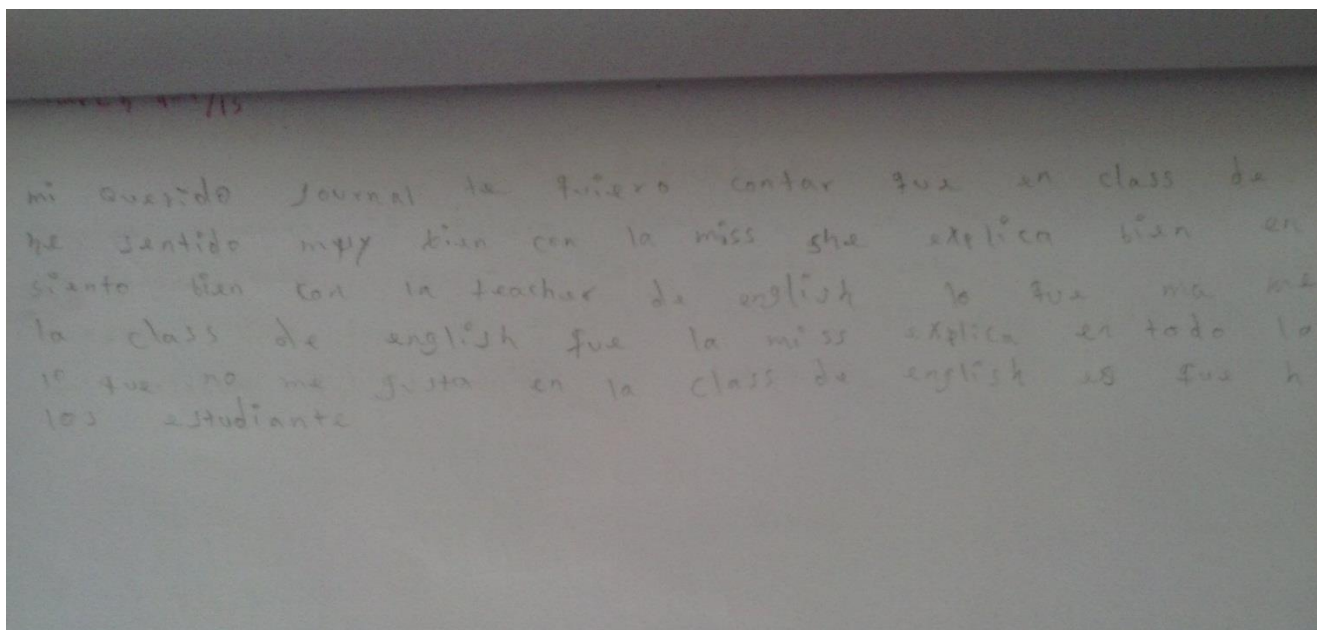
L.A journal, March 9th, 2015Y.M journal, March 9th, 2015

more. Students also write about the academic period time. They state that the teacher teaches a lot, and this is the reason why they like the English class.

L.G journal, March 9th, 2015L.A journal, March 9th, 2015

The student mentions that he has learnt letters, questions to learn to speak also. He considers that the teacher does not need to improve anything, because she is doing well. The student also states that he does not like the class when the teacher asks him, because it is hardly to understand her. However, the student affirms that he is learning more now than he did. He wants to speak in English. The other student thinks that he likes the vocabularies, and he does not like the difficult examinations.

These students think that their teacher is good and friendly.



J.R journal, March 9th, 2015

This student does not write a lot in English. The student states that he has felt very well in the class. About the teacher, the student asserts that she explains well everything.

Appendix 8

Teacher's journals

February 19th

The class was in order, but I think that I could do better. I believe that it sounds monotonous. Every student participates. Some of them require more support than others to answer/participate.

Reflection

During the class it is necessary that teacher permits to student think.

- ✓ To make better use of questions give student the opportunity to answer even as they make mistakes.
- ✓ Although as make mistakes, they are motivated.
- ✓ As teacher does not give the answer, we need to look for as find the answer.
- ✓ It is necessary to give instructions very clearly.
- ✓ Use of punctual and clear questions - 200.

February 19th

When to start the class, I felt nervous because I thought students would answer to the activity properly. But, at the first moment they did not participate at all. After the example given, at surprise everyone took part in the class. The time was short, because the technological class took a lot of time.

February 26th

I liked how the class developed, because students participated and enjoyed the first activity "Victor-tor". (Remembered) We reviewed the last class about presentation to introduce the topic about possessive adjectives. They identified in the second activity a "History message" and this was connected with mathematics' additions. Some students have problem to solve this type of exercise.

Reflection

What are other activities that I can use with as student think.

- ✓ To make better use of questions give student the

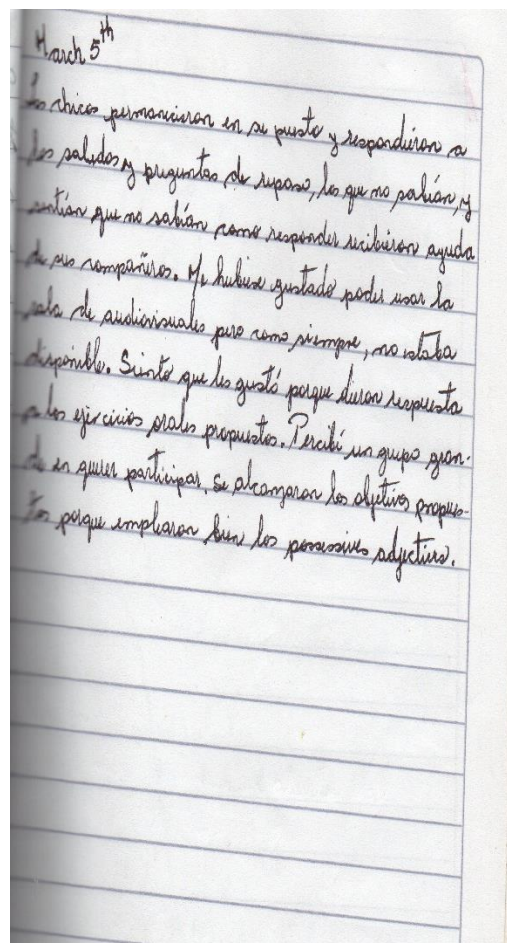
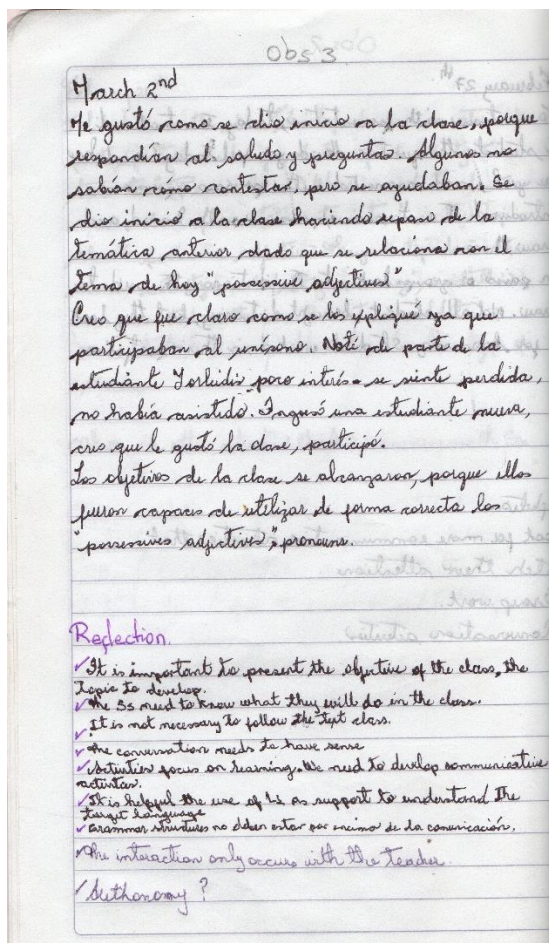
February 27th

To continue with presentation, today I introduced the question "How do you feel today?" and how to use it, and connected with previous expressions. I wrote some expressions on the board, and as pairs or groups look into the dictionary the words to use. Not all students brought dictionary, but they look for knowing. Students worked in their portfolios.

Reflection


What are other activities that I can use with as student think.

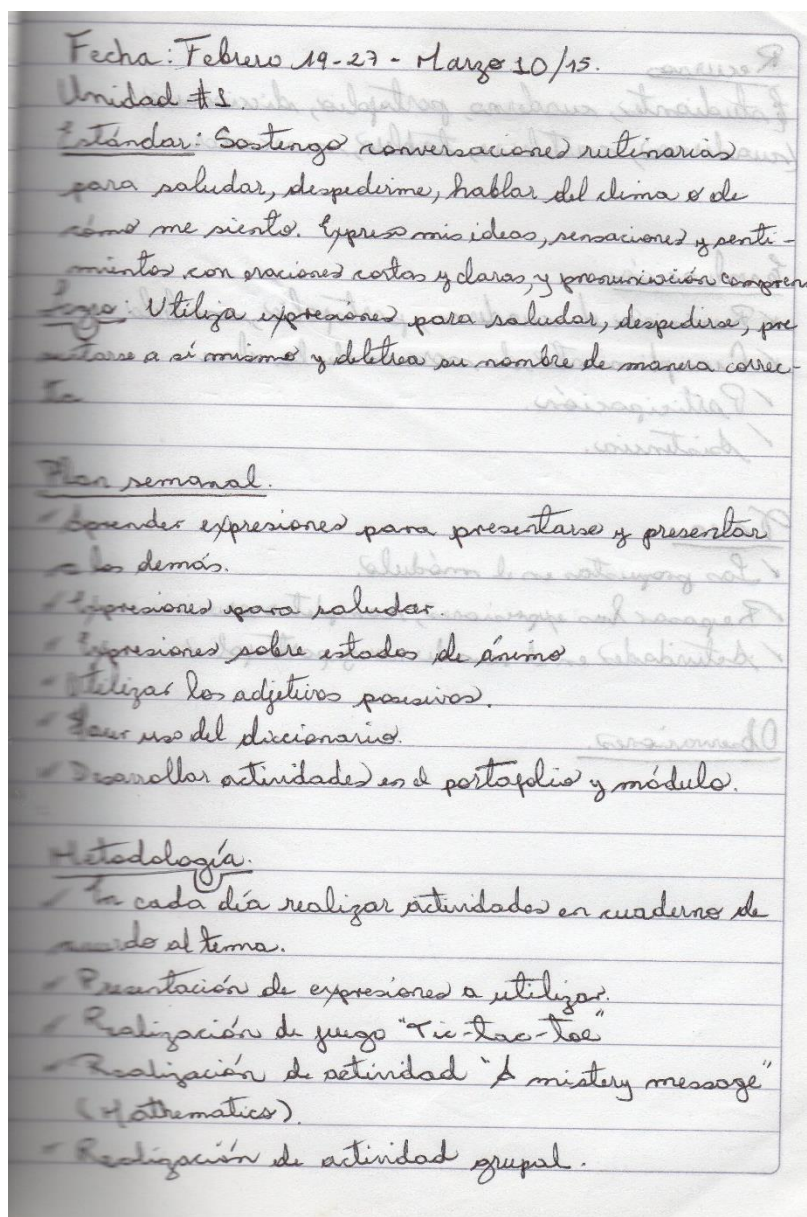
- ✓ To make better use of questions give student the

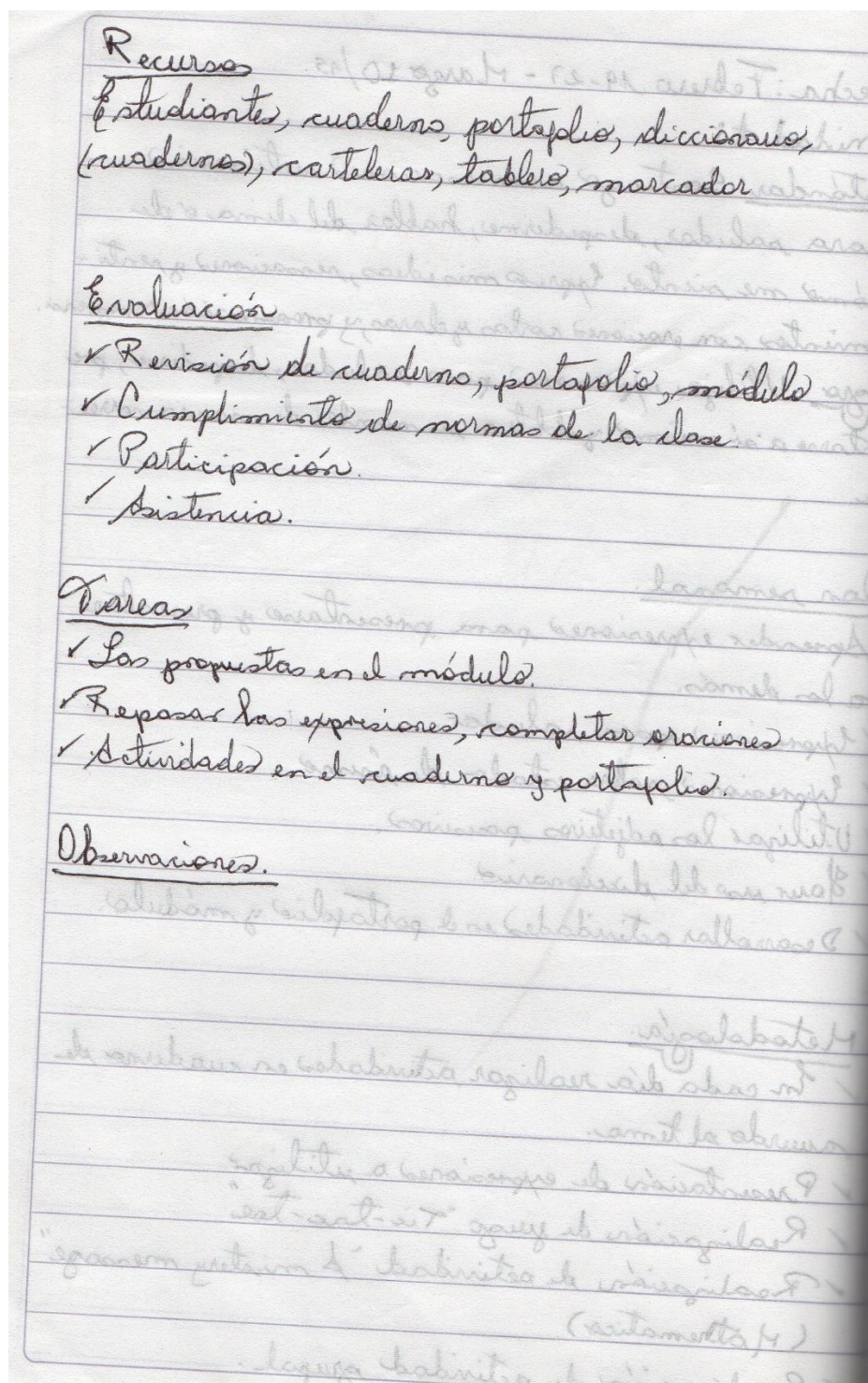


Appendix 9

Teacher's lesson plan

		INSTITUCIÓN EDUCATIVA NUESTRA SEÑORA DE LA CADELARIA MALAMBO-ATLÁNTICO		ESTRUCTURA CURRICULAR INGLÉS 8th 2013		
PERÍODO 1	COMPETENCIAS	ESTÁNDAR	CONTENIDOS	DESEMPEÑOS	METODOLOGÍA	EVALUACIÓN
19 de enero al 27 de marzo	Competencia comunicativa: Competencia lingüística Competencia pragmática Competencia sociolingüística	Solongo conversaciones rutinarias para saludar, despedirse, hablar del clima o de cómo me siento. Expreso mis ideas, sensaciones y sentimientos con oraciones cortas y claras y una pronunciación comprensible. Escucha • Comprendo preguntas y expresiones orales que se refieren a mí, a mi familia, mis amigos y mi entorno. 1, 2, 3 Lectura • Comprendo instrucciones escritas para llevar a cabo actividades cotidianas, personales y académicas. 1, 2 Escritura • Escribo mensajes cortos y con diferentes propósitos relacionados con situaciones, objetos o personas de mi entorno inmediato. 1, 2 Modelos • Describo con oraciones simples mi rutina diaria y la de otras personas. 1, 2 Conversación • Respondo con frases cortas a preguntas sencillas sobre temas que me son familiares. 1, 2, 3	Unit 1. Go to school Presentation and introducing Possessive adjectives The alphabet Verb to be (aff. neg. interrogat.) Colors Means of transportation Compound words Review numbers	SUPERIOR: Utiliza expresiones para saludar, despedirse, presentarse a sí mismo y deletrea su nombre de manera correcta. Construye oraciones haciendo uso del verbo TO – BE en presente simple. Maneja los vocabularios referentes a medios de transporte y colores. Utiliza los adjetivos posesivos (<i>my/your/his/her</i>) y establece la diferencia entre palabras simples y compuestas. ALTO: Se esfuerza por utilizar expresiones para saludar, despedirse, presentarse a sí mismo y deletrea su nombre de manera apropiada. Realiza oraciones sencillas haciendo uso del verbo TO – BE en presente simple. Reconoce el uso de los adjetivos posesivos (<i>my/your/his/her</i>) y hace uso de los vocabularios referentes a medios de transporte, colores y palabras compuestas. BÁSICO: En ocasiones utiliza saludos y expresiones para despedirse y presentarse a sí mismo. Trata de emplear el presente del verbo TO – BE, los adjetivos posesivos (<i>my/your/his/her</i>) y los vocabularios referentes a medios de transporte, colores y palabras compuestas. BAJO: Se le dificulta utilizar expresiones para saludar, despedirse, presentarse. Debe practicar el deletreo, repasar el verbo TO – BE en presente simple, los vocabularios referentes a medios de transporte, colores y palabras compuestas para poder participar activamente en clase.	Buscar en el diccionario palabras desconocidas. Organización de cuaderno y talleres. Realización de actividades en Sala Vive Digital y audiovisuales. Actividades del módulo y refuerzo. Realización de actividades lúdicas.	Revisión de cuaderno, actividades y demás trabajos asignados. Presentación de la Checking card . Realización de quiz semanal. Asistencia periódica a clases. Cumplimiento de normas mínimas de conducta y presentación personal.

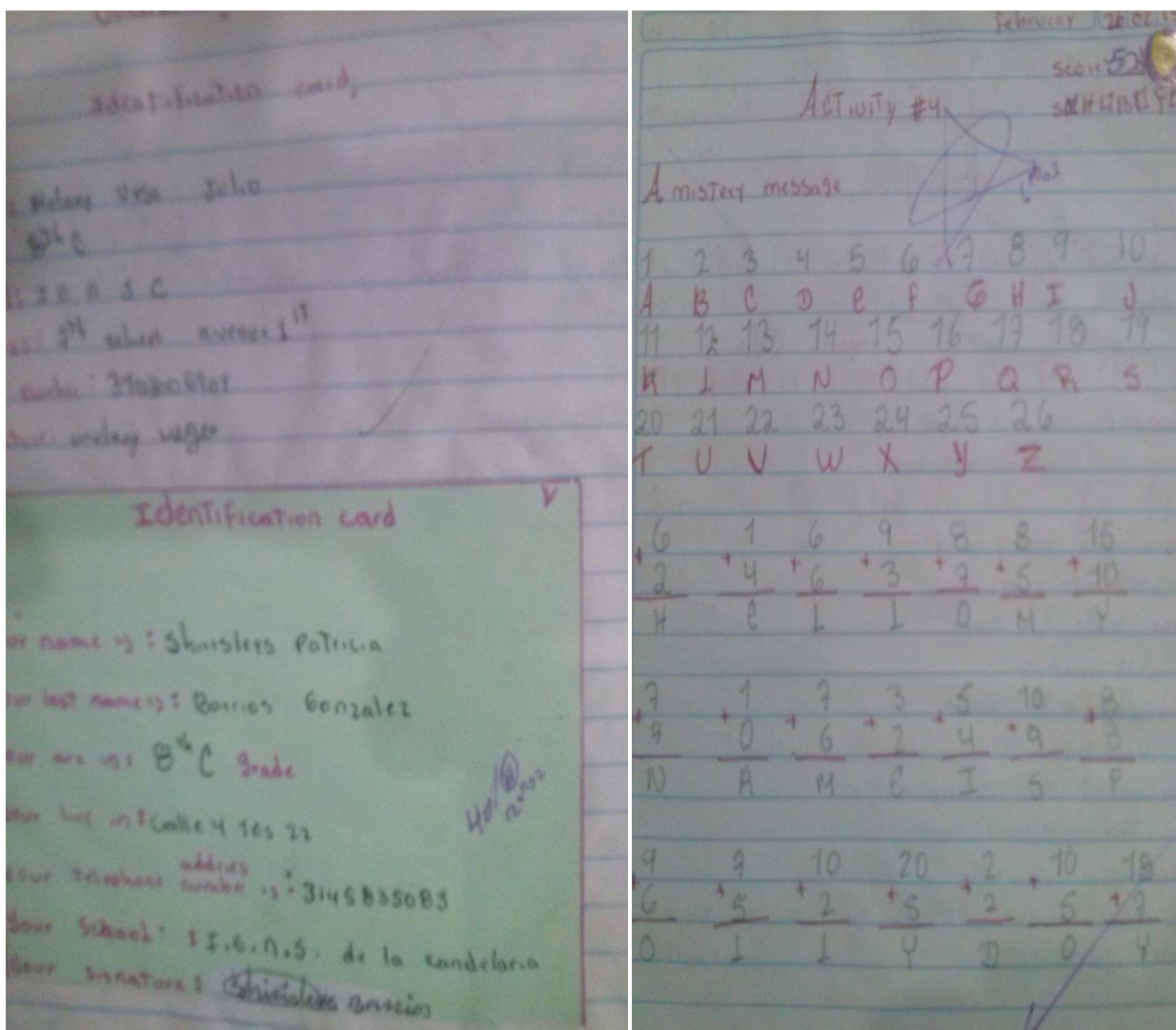


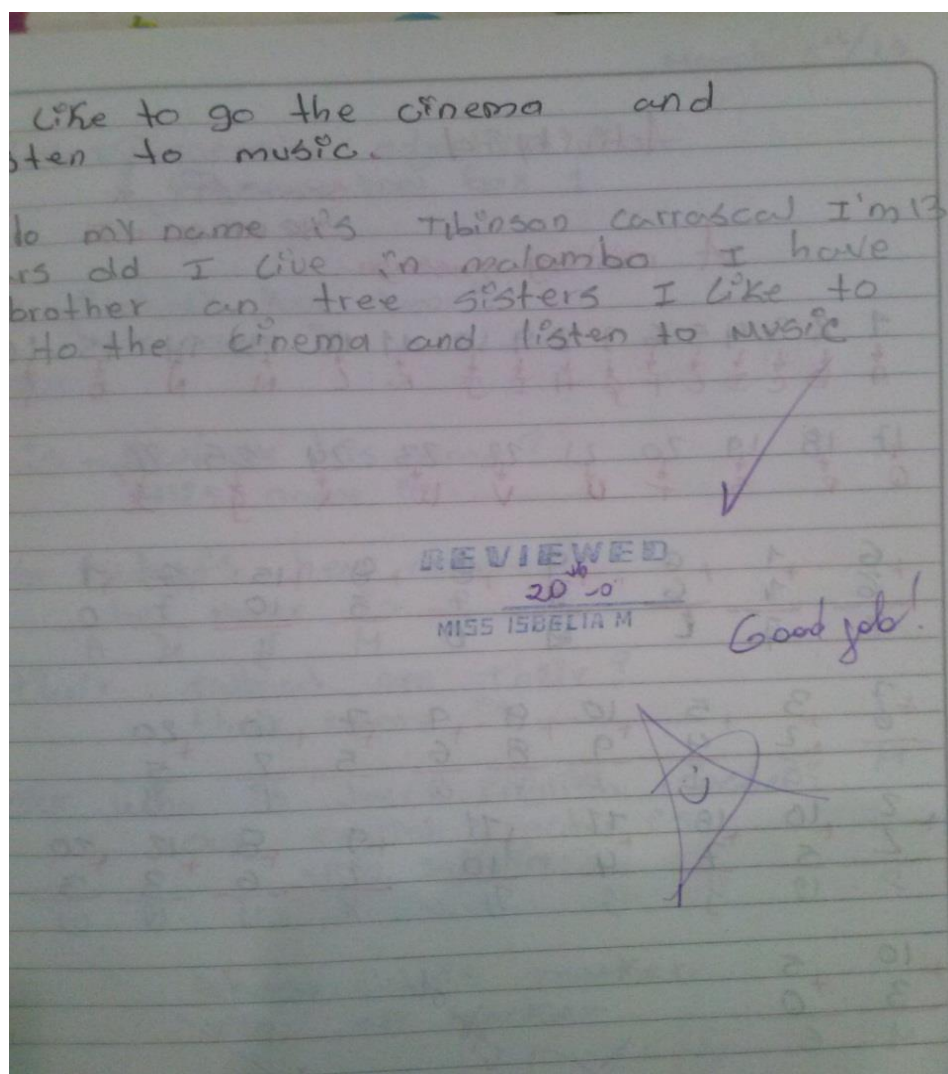


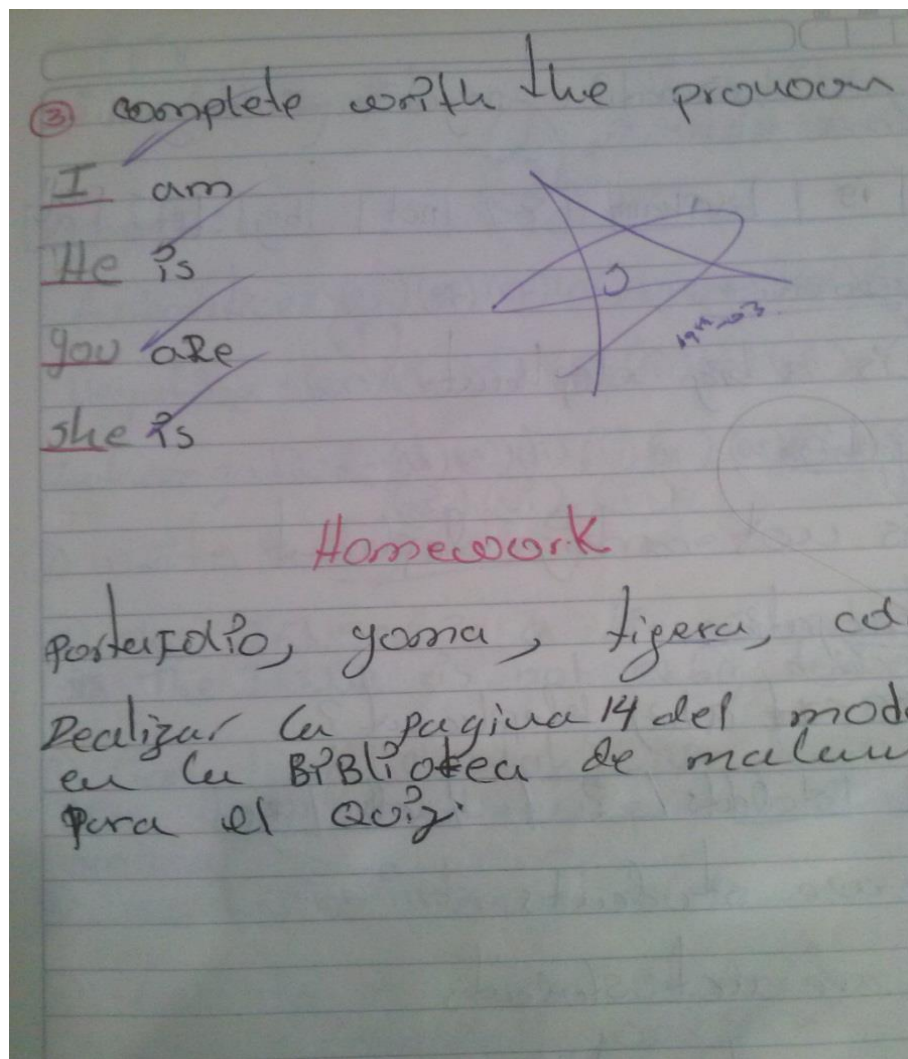
Appendix 10

Students' worksheets

Notebook activities








Module Activity

Ana's Day. activities.

Review

20th 12




LISTENING.

A. Ana is greeting people. Then she says good-bye. Fill in the missing words in the dialog. Capitalize as necessary.


8:05 a.m.

Ana: Good morning.
 Kate: Good (1) morning Ana. How are you?
 Ana: Fine, Thanks. How are you?
 Kate: (2) Fine.




8:15 a.m.

Dave: Morning, Ana.
 Ana: Hi, Dave. (3) How are you doing?
 Dave: I'm doing fine, (4) Thanks Coffee?
 Ana: Yes, please.



8:30 a.m.

Ana: (5) Good morning, Mr. Arnello:
 Paul: Morning, Ana.
 Ana: Good morning, everybody.
 Co-workers: Morning.
 Chris: Morning, Ana. (6) How are you?
 Ana: (7) Fine. How are you, Chris?
 Chris: Good.



5:30 p.m.

Clara: (8) Good Afternoon
 Ana: (9) How are you.
 Chris: You're still here.
 Ana: Yeah. Look.
 Chris: Can I help?
 Ana: No, that's OK. Take
 Chris: OK. (10) go care. See you (11) bye.
 Ana: See you. later

